



## Strategy for Student Success:

At the heart of the strategic planning is our desire for all our students to reach their full potential as individuals. Our most important strategic thought is our image of a successful future learner and Witherlea Graduate.

## Our Strategic Aim:

All students including Maori and Pasifika students, students with special needs and ESOL students are able to access the New Zealand curriculum through the Witherlea Curriculum Delivery Plan (Draft) which reflects our local curriculum and community.

Progress and achievement is evidenced through New Zealand curriculum levels and demonstrated through; Nga Matapono (the Key competencies), our values and six overarching aspirations which all interweave.

And through a kind, safe and fair environment that uses collaborative teaching and learning, future focused and innovative thinking.

## Our Strategic Thinking (Action Plans):

Demonstrates our commitment to raising student achievement through our collaborative and combined efforts at Witherlea and across Marlborough through the Piritahi Kahui Ako focusing on four dimensions;

- **HAUORA**
- **STRENGTHING TEACHER AND LEADERSHIP CAPABILITIES**
- **MONITORING AND EVALUATING PROGRESS**
- **COMMUNITY, IWI AND MAORI ENGAGEMENT**

Developing teacher capabilities through the 'Spiral of Inquiry' model (Helen Timperley)

## Graduate Profile for our Witherlea Learners:

Six overarching aspirations were identified as part of a community consultation in 2017 across Marlborough and unpacked as part of Witherlea Schools Curriculum Delivery Plan;

- **Global Identity: Tuakiri**
- **Personal Management: Rangatiratanga**
- **Creativity and Innovation: Auahatanga**
- **Student-Centred Learning: Ako Arotahinga**
- **Effective Relationships: Whakawhanaungatanga**
- **Sustainability: Kaitiakitanga**

## OUR CHILDREN WILL;

- "Be Kind, Be Safe, Be Fair - Kia Atawhai, Kia Ora, Kia Tika"
- *Explore who they are, their heritage and develop cultural awareness on a local and global scale.*
- *Explore and start to understand and apply sustainable approaches.*
- *Explore creative & innovative thinking to their learning, building the foundation for future problem-solving.*
- *Build capacities for resilience, tenacity, adaptability and confidence to succeed in anything they set out to achieve.*
- *Through collaborative learning approaches, our students explore and build relationships that help them to learn and achieve together.*
- *Be taught in personalised learning environments where they are inspired and supported to be the best they can be.*

## OUR LEARNING PROCESS;

- Making; connections for children
- Making; explicit real learning experiences
- Practicing Skills and Key Competencies in a variety of authentic contexts
- The individual student is at the centre of all teaching and learning
- Students need to know how to learn as well as what to learn
- Learning is **VISIBLE** for the students and parents through 'walls that talk'

## OUR PILLARS;

**TERM ONE**  
*Belonging*

**TERM TWO**  
*Hauora*

**TERM THREE**  
*Discovery*

**TERM FOUR**  
*Celebrations*

# WITHERLEA SCHOOL TARGETS

## Our 2020 Lens:

Witherlea School continues to embrace the opportunity to broaden the lens for our learners through all 8 curriculum areas. Using the target CONTEXT as a vehicle and then expanding on the focus so that we will make the most difference for our priority learners, Tier 1 students on the cusp and especially Tier 2 students, who have the greatest potential for acceleration.

## 2020 Changes:

- The Witherlea School: Learner Impact Plan (revised) - clearly defining what, who and why we target?
- The Charter design - clear Strategic and Annual Goals which links directly to Piritahi and our targets
- The Appraisal System - collaborative 'Spirals of Inquiry' and into phase two
- Connector (InterLead) rollout; phase two which will capture our Spirals for 2020
- Data Monitoring and Progress tracking through eTAP
- Leading Adult Learning and Middle Management PLD (External Experts)
- Major Curriculum and Assessment review in Mathematics; using the Local Curriculum Guides, ERO Assessment information, collaborative approach with a whole school focus/approach

## Piritahi Kahui Ako links:

Witherlea School continues to be part the Community of Learning with the new 2020 Framework for Teaching and Learning as a key element across all schools. We will continue to embed the Visible Learning and 'Spirals of Inquiry' practices/capabilities. We will use the Action Plan (Theory of Improvement) templates for each of our Annual Goals and Targets so that roles, responsibilities and the pathway/map to improvement is collaborative and clear. 2020 will involve the ALL teachers in this mapping process.

# BASE LINE DATA 2020: WHY WE TARGET?

## TARGET 1: MATHEMATICS

- Across the school we had 91 (35.8%) learners who are below the benchmark for their age in 2019.
- We have identified 'efficacy' in Mathematics as one initial indicator/problem
- Historical data suggests we have a large cohort at Year 4 (33 in total) that has been underachieving from their early years in Mathematics and some across Reading and Writing.
- Witherlea has begun DMIC PLD via our Kahui Ako (Piritahi) to ensure we embed culturally responsive mathematics practices to compliment the differing techniques, styles and philosophies schoolwide.

## TARGET 2: CULTURE + THE ARTS

- ARTS Afternoon and TE AO afternoon will continue into their second and third year respectively
- Kapa Haka will see a split in the Tuakana and Teina groups to support our up and coming Year 1-3 students as they learn the tikanga and routines of this group
- We have identified 'Culture and the Arts' as a vehicle to provide students with learning and leadership opportunities in line with our new vision, six aspirations, and Poutama Pounamu PLD
- New leadership positions provide time to investigate this area as a way to support and enhance learner potential - this may lead to the creation of reporting and assessment tools

## TARGET 3: DIGITAL TECHNOLOGIES

- We have begun our journey to build Digital Fluency among our staff so that their confidence is built and they have the skills/knowledge/techniques to roll out the Digital Technologies Curriculum
- A Digital Technologies Action Plan and team have been created to map the intended journey and outcomes for teachers and learners
- A PLD application for an external facilitator will be applied for (fourth time) to assist the teachers to gain the necessary confidence and skills
- The Year 5-6 team will be trialling; Genius Hour and/or MakerSpaces to provide DT opportunities to our students

## RESPONSIBILITY

SMT  
ALL TEACHERS  
WSL/ASL POSITIONS  
DMIC MENTORS

## RESPONSIBILITY

SMT  
TE AO LEAD  
ARTS LEAD

## RESPONSIBILITY

SMT  
DT LEAD AND TEAM  
3M LEARNING

## TARGET 1: MATHEMATICS

### STATEMENT: WHAT WE TARGET?

- IMPROVE TEACHING AND LEARNING IN THE AREA OF MATHEMATICS SO WE HAVE 90% AT OR ABOVE
- SHIFTING TARGETED LEARNERS 2-4 SUB LEVELS

### CONTEXT: THE VEHICLE WE USE TO TARGET?

Mathematics is the CONTEXT we will use as our baseline and summative data for our Analysis of Variance. To make a difference to our target learners we will use a BROAD approach to what we focus on, tracking and monitoring every 5 weeks We will trial innovative strategies using a whole school and collaborative 'Spiral of Inquiry'.

### ACTION PLAN: WHAT WE FOCUS ON?

- DMIC PLD and mentors through Piritahi funding using the Communication and Participation framework in conjunction with Talk Moves
- Action Plan 2020 created and new Data Monitoring practices schoolwide to identify and monitor
- Trial; Mathematics Challenge Inquiries @ Year 5-6 level, DMIC problems, ICT platforms - Khan Academy, Maths Whizz, Mathletics (small trial groups)
- Teachers videoing their practice (DMIC)

## TARGET 2: CULTURE + ARTS

### STATEMENT: WHAT WE TARGET?

INCREASED PARTICIPATION AND OPPORTUNITIES TO LEARN AND SUCCEED IN THE AREA OF TE REO MAORI; LANGUAGE, IDENTITY, CULTURE AND THE ARTS; DRAMA, DANCE, MUSIC AND VISUAL ART

### CONTEXT: THE VEHICLE WE USE TO TARGET?

Te Reo (Language/Identity), Kapa Haka, cultural studies, Drama, Dance, Music, and Visual Arts will be our CONTEXTUAL areas with participation numbers as our only historical baseline. We will use parent, teacher and student voice as part of the evidence gathering as we work towards our Action Plans and aspirations.

### ACTION PLAN: WHAT WE FOCUS ON?

- Arts Afternoon - Year 3 Rollout with Leadership Roles continuing to providing support for teachers to extend Arts expertise
- External expertise in the area of Drama to support and upskill teachers
- Te Ao Afternoon - Year 2 Rollout with Kapa Haka in the afternoon and all other classes focusing on language, identity and culture
- Trial; extension group for languages (Te Reo)
- Trial; use of parents as expert language and culture 'coaches'
- Development of a unique school song, Tikanga and Mihi Whakataua with school waiata for welcoming visitors

## TARGET 3: DIGITAL TECHNOLOGIES

### STATEMENT: WHAT WE TARGET?

- STUDENT LEADERSHIP OPPORTUNITIES IN DT
- MINISTRY PLD FUNDING TO BRING ALL TEACHERS DIGITAL FLUENCY UP TO SPEED FOR DT ROLLOUT
- STUDENTS DIGITALLY FLUENT

### CONTEXT: THE VEHICLE WE USE TO TARGET?

Digital Technologies is now an essential learning area for teachers to facilitate in their classrooms. With little to no PLD or TIME to gain skills, confidence and knowledge the disparity across the school is growing. We would like to see DT embedded through all curriculum areas.

### ACTION PLAN: WHAT WE FOCUS ON?

- Phil Funnell will lead the AP: Team and create the map of where we are and where we need to get to
- Martin Huges from 3M Learning will assist the school in their PLD application and rollout a 2 year learning programme to provide Digital Fluency then Digital Technologies to the students
- STEAM courses will be provided throughout 2020-2021 to encourage teachers to adopt some of the practices
- Students leaders will be upskilled to assist learning in classrooms
- Makihiko - Online PLD will be used as a whole staff learning platform

# WITHERLEA SCHOOL

## LEARNER IMPACT PLAN

### ACCELERATION

**MAKING MORE THAN ONE YEARS PROGRESS IN A YEAR**

TIER 2 STUDENTS OR STUDENTS IN TIER 1 ON THE CUSP

TARGETING - 'DELIBERATE ACTS OF TEACHING'

### ASSESSMENT

**USING THE MOST EFFECTIVE TOOLS TO INFORM TEACHING AND LEARNING**

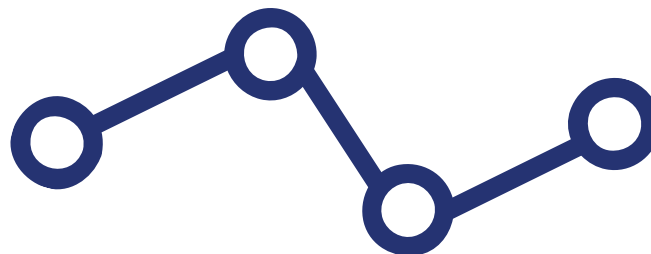
- PACT TOOL: TARGET STUDENTS (READING, WRITING, MATHS)
- PACT TOOL USED TO PROBLEM SOLVE
- LEARNING PROGRESSIONS FRAMEWORK: TEACHING/LEARNING
- *ASSESS TO INVESTIGATE AND INFORM*

2020

### DATA

READING: 98% OF LEARNERS  
WRITING: 62.9% OF LEARNERS  
MATHEMATICS: 66.6% OF LEARNERS

TIER 2 OR TIER 1 ON THE CUSP FROM DATA MONITORING DOC (WSL)



### SCHOOL TARGETS

**MATHEMATICS: WHOLE SCHOOL  
CULTURE + THE ARTS: WHOLE SCHOOL + GATE  
DIGITAL TECHNOLOGIES**

### DATA MONITORING

**TEACHERS AND TEAM /HUB LEADERS**

5 WEEK CYCLES  
4 TARGET STUDENTS: MATHEMATICS  
SPECIFIC/SMALL FOCI USING ETAP  
MEASURE PROGRESS: WHAT HAS WORKED?  
HUB LEADERS TRACK  
COLLABORATIVE EXPERTISE WHEN STUCK  
WHEN SOMETHING MAKES A DIFFERENCE -  
SHARE AND ROLLOUT ACROSS SCHOOL

### QUALITY TEACHING

**MAKING A YEARS PROGRESS IN A YEAR**

- VISIBLE LEARNING ACTIVE AND EVIDENT IN EVERY CLASSROOM (SELF ASSESS)
- VISIBLE LEARNING RUBRIC USED
- SPIRALS OF INQUIRY - CHANGED PRACTICE
- WSL/ASL: JEMMA/HAZEL LEAD STAFF
- CONNECTOR/APPRaisal TO CAPTURE SPIRAL AND PROFESSIONALISM
- RESEARCH/EVIDENCE BASED PRACTICIONERS

### SPIRAL OF INQUIRY

**USING THE SPIRAL OF INQUIRY FRAMEWORK**

4 TARGET STUDENTS  
COLLABORATIVE SPIRALS  
BASELINE DATA/SUMMATIVE DATA COLLECTED  
PRIORITY LEARNERS WHERE POSSIBLE  
ASL/WSL EXPERTISE UTILISED  
LENS FOCUSED ON "CHANGE OF PEDAGOGY"  
DMIC FRAMEWORKS AND TALK MOVES  
'SHARE' FOR SCHOOLWIDE IMPROVEMENT

# WITHERLEA SCHOOL

## ASSESSMENT AND REPORTING ALIGNMENT

### TRUSTED DATA

- Use Term 4 Curriculum Judgements as SOY Data
- Do not retest ALL as a general/blanket rule
- Test if unsure or needing diagnosis

### MODERATION

- All areas of the curriculum to extend and deepen content knowledge
- Team Moderation - check OTJ and seek/use collegial support
- Piritahi Moderation: across schools

### TRIANGULATION

- Evidence of learning from multiple sources - 3 as a rule of thumb
- Formative Assessment Practices
- PaCT - Consistent Tool

	NZ Curriculum Level	Curriculum Levels	EOY Expectation fReading Writing Maths	Reading Running Records, PAT, STAR, PROBE	Writing LLP, PaCT,	Writing LLP	Numeracy Strategy Stages GLOSS, Numeracy strategies and knowledge	Maths JAM e-asTTle, PAT, ARB (Strand)
Year 1	Level 1	1B - Beginning Level 1	1M	Green	1M	1ii	1-3	1M
Year 2		1M - Middle Level 1 1E - End Level 1	1E	Turquoise	1E	1iii	4	1E
Year 3	Level 2	2B - Beginning Level 2	2M	Gold	2M	2ii	5	2M
Year 4		2M - Middle Level 2 2E - End Level 2	2E	Chronological age - up to 2 years above  Jacqui Clayton ; to be approached regarding PL around this, guidelines developed?	2E	2iii	5	2E
Year 5	Level 3	3B - Beginning Level 3	3M		3M	3i	6	3M
Year 6		3M - Middle Level 3 3E - End Level 3	3E	3E	3iii	6	3E	
Year 7	Level 4	4B - Beginning Level 4	4M	4M	4ii	7	4M	
Year 8		4M - Middle Level 4 4E - End Level 54	4E	4E	4iii	7	4E	
Year 9	Level 5	5B - Beginning Level 5	5M	5M	5ii		5M	
Year 10		5M - Middle Level 5 5E - End Level 5	5E	5E	5iii		5E	