

Strategic Plan 2019-2021

3 Year Aspirations: Witherlea School

HAUORA (WELLBEING)
Promotion and commitment to enhancing social, emotional and physical wellbeing through positive schoolwide practices;

2021 ASPIRATIONS
 FLE and Collaborative Teaching Environments designed and created for enhanced student and teacher wellbeing and responsive, personalised teaching and learning.

'Cultural and Responsive Pedagogy and Practices' embedded and evidenced schoolwide using Poutama Pounamu.

STRENGTHENING TEACHER AND LEADERSHIP CAPABILITIES
Collaborative and empowered teachers and leaders;

2021 ASPIRATIONS
 Teachers who understand and develop 'effective teaching and assessment' practices as outlined in the Witherlea Curriculum Delivery Plan.

A Witherlea Leadership Programme which provides opportunity, understanding, and mentoring to upskill for sustainable leadership using the Leadership Capabilities Framework.

MONITORING AND EVALUATING PROGRESS
Reflective, responsive and innovative teaching for equity and excellence;

2021 ASPIRATIONS
 Full understanding and practice of the 'Spiral of Inquiry' model with teachers sharing 'gems' that have an IMPACT on learners.

All teachers confident to evaluate their practice through an observation / feedback model, analyse and share through video and leaders who can instructionally coach.

COMMUNITY, IWI AND MAORI ENGAGEMENT
Innovative thinking to develop positive and powerful partnerships;

2021 ASPIRATIONS
 Creation of a conceptual, creative and innovative local curriculum through community and Iwi collaboration.

Maximise home, school and community partnership as a vehicles to engage in future focused decision making that supports and enhances learning success.

Annual Plan 2020

Strategic Focus 2020	Action Plan/Target and Initiatives	Outcome Monitoring
HAUORA (WELLBEING)	<p>Pastoral Care Group and wellbeing philosophies and practices developed/integrated;</p> <ul style="list-style-type: none"> - monitoring and targeting of most vulnerable (small group) - teaching practices developed to support 'equity and belonging' (modelled) - trial 'wellbeing practices'; mindfulness in classrooms <p>Phase 2: Student Leadership and extension GATE programmes;</p> <ul style="list-style-type: none"> - COMS and Year 6 Leaders Programme - Year 5 specific Leadership development <p>Teacher and leader wellbeing;</p> <ul style="list-style-type: none"> - Smarter NOT harder philosophy (2020 Schedule/Hub Planning) - FLE and Collaborative Practices developed further - Appraisal and Spirals through our 'connector platform' (Phase 2 and 3) <p>Property maintained (Health and Safety) and enhanced through;</p> <ul style="list-style-type: none"> - 5YA actions including new 'funding' stream - Sustainability funding for Solar Panels - Fundraising and Grants 	<p>Kirstie Lead</p> <p>Phil Lead Year 5-6 teachers</p> <p>SLT/Think Tank All teachers - Action Plan Groups Phil/Hazel/Jemma</p> <p>Principal Ministry BOT/WSPCG</p>
STRENGTHENING TEACHER AND LEADERSHIP CAPABILITIES	<p>Collaborative 'Spirals of Inquiry' (including whole school) in the area of mathematics utilising WSL/ASL and internal expertise;</p> <ul style="list-style-type: none"> - 4 targets per teacher (Piritahi alignment) - integration with 'Appraisal Connector' <p>Whole staff to ongoing review the Mathematics Curriculum and align teaching practices, assessment, current research;</p> <ul style="list-style-type: none"> - learning psychology and Growth Mindset - DMIC (Developing Mathematical Inquiry Communities) PLD (Piritahi) <p>Targeted PLD to grow our leaders and internal capabilities;</p> <ul style="list-style-type: none"> - SMT: Mel Stopford - Leading Adult Learning - Middle Leaders: Judith Price - InterLead - Swivl learning to capture/analyse 'good practices' <p>Poutama Pounamu PLD and rollout (whole school focus including BOT)</p> <ul style="list-style-type: none"> - Culturally responsive pedagogy connections to DMIC 	<p>ASL (Bridget/Jennifer) Hazel / Jemma (WSL) All teachers Phil Funnell</p> <p>SMT leading all teachers Piritahi (outside expert DMIC)</p> <p>Mel Stopford (External Provider) Judith Price (External Provider) Internal Expertise</p> <p>Robbie Lamont (External Provider) All teachers - BOT / Community</p>
MONITORING AND EVALUATING PROGRESS	<p>Use our SMS - eTAP more effectively and unpack 'assessment' practices to enhance teaching and learning;</p> <ul style="list-style-type: none"> - planning, assessment and reporting PLD (internal expertise) - PaCT tool workshops/PLD (internal expertise) - Spotlight Feature and Home School partnerships (eTap) <p>Use Witherlea School Learner Impact Plan to monitor, plan, target and evaluate IMPACT in Mathematics (Digital Technologies/Arts and Culture);</p> <ul style="list-style-type: none"> - Embed 'Data Monitoring' via eTAP - BOT analysis/interrogation of 'data' - Teacher TIME to analyse data and understand IMPACT (Friday) - Trial different planning formats (UDL - formative assessment techniques) <p>Spirals of Inquiry (Phase 3);</p> <ul style="list-style-type: none"> - see 'Strengthening Teacher and Leadership Capabilities' 	<p>Kirstie Stone / SMT All Teachers Andy McFarlane - eTAP</p> <p>SMT / Think Tank Hub / Team Leaders All teachers BOT</p> <p>Hazel / Jemma (WSL) and Phil Funnell (ASL)</p>
COMMUNITY, IWI AND MAORI ENGAGEMENT	<p>Science (including EnviroSchools philosophy) developed across the school utilising local experts/environments;</p> <ul style="list-style-type: none"> - EnviroSchools philosophy and outside expert utilised (Anna Crowe) - Science workshops and GATE development (internal expertise) - resources utilised and local environment (Forest as a teaching space) <p>Te Ao Programme developed (Phase 2);</p> <ul style="list-style-type: none"> - whole school Waiata/Mihi Whakatau and Tikanga practices developed embedded - local Iwi connections enhanced and Te Tiriti o Waitangi understanding - Cultural narratives; Hubs, Teams, School - Poutama Pounamu PLD: Culturally Responsive Pedagogy <p>The 'Arts' embedded through all;</p> <ul style="list-style-type: none"> - Arts afternoon integrated into inquiry topics and school events - utilising community/school/local experts (Drama Workshops) <p>Communication and collaboration between home and school enhanced, embedded;</p> <ul style="list-style-type: none"> - Whanau Open Days/Evenings and informal events developed and reviewed - Maori and ESOL student/whanau initiatives for improved outcomes - Rangia Te Hau: Poutama Pounamu Community tool - BOT schedules reviews for improved practices - Spotlight trialled at Year 5-6 (home-school learning partnership) 	<p>Enviro Coordinator (Matt R) EnviroSchools Coordinator (MDC) All Teachers</p> <p>Kirstie Stone / Ang Clark Whole Staff/BOT Hubs/Teams All Teachers</p> <p>PJ/Naomi All teachers</p> <p>Principal Whole Staff BOT Community</p>

Witherlea School Information

Witherlea School provides education for students from New Entrant (Year 0) to Year 6. This journey begins in our Ferns Room, a Flexible and Collaborative Learning Environment. The school has; experienced, professional, enthusiastic teachers and support staff with a total school roll of approximately 400 students. The school has an inclusive school culture where special needs students and diverse cultures are well supported. Students, teachers and parents are encouraged to take responsibility to act in a; kind, safe and fair manner, towards others. The school's location is at the base of the Wither Hills and is zoned due to significant roll growth in recent years. It is set in attractively developed grounds and is well resourced with a variety of; sports, ICT and playground equipment. We pride ourselves on providing a range of resources and facilities (multiple purpose teaching spaces, an indoor sports space/hall, our own pool, a sustainable Forest area and we back directly onto Harling Park which is utilised by the school for health, wellbeing and learning purposes.

The school is made up of three teams; Punga: Year 0-2, Kowhai: Year 3-4 and Kauri: Year 5-6 which the students progress through as they grow. The school is on a collaborative practice journey, has begun the composite philosophy and is a proud part of the Piritahi Kahui Ako which includes all Marlborough schools. In 2018 the school, in consultation with the community created a new shared VISION using the original school name from 1968; "*Ararangi - Pathway to the Sky*": **Empowering ALL learners to reach their potential in an innovative community.**

We enjoy a diverse ethnic mix of students, their parents, and whanau. Parents, caregivers and our community are an integral part of our school and we aspire to develop strong relationships and partnership between home, school and the wider community. The parent community have a very vested interest and high expectations for their children's learning. This is supported by an active and specialised Board of Trustees and WSPCG (Witherlea School Parent Committee Group - PTA).

Procedural Statement

- **Charter;** Witherlea School will lodge a copy of its annually updated Charter to the Ministry of Education by 1st March of each year. This Charter will include the school's updated target/s for improvement.
- **Consultation;** Witherlea School will consult its community, including its Maori community, on a regular basis as part of its three year cycle of self-review. Each year the Witherlea School Charter has been developed in consultation with parents, whanau, staff and the wider community including the designated iwi authority.
- **Targets;** Student progress, acceleration and achievement will be identified by analysis of student data. NOTE analysis includes ORS/HLN (High Learning Needs) and ESOL (English is a Second Language) funded students.
- **Annual Report;** Witherlea School will lodge this with the Ministry of Education each year after the Board of Trustees Annual Meeting. The annual report will include evidence of how the school is meeting its targets for student achievement in relation to all aspects of the curriculum including the core subject areas of; Reading, Writing and Mathematics.
- **Inclusion;** Students with special learning needs are supported to ensure progress and achievement either within the curriculum and/or their IEP (Individual Education Plan) goals.
- **Undertakings;** Witherlea will achieve the goals of the NEG's/NAGS through the Strategic and Annual Goals.
- **Commitment to Maori;** Witherlea School, as appropriate to its community, will develop procedures and practices which respect New Zealand's cultural diversity and the unique position of Maori Culture. Witherlea School will take all reasonable steps to ensure the inclusion of aspects of Te Reo Maori (Language) and Tikanga Maori (Culture) in all areas of the curriculum through the Te Ao Action Plan and prioritisation of culture. In 2019, Witherlea School began it's Poutama Pounamu (Cultural Responsive Pedagogy) journey.

Vision;

Through the New Zealand Curriculum Witherlea School ensures that students become:

- **Confident** – positive in their own ability
- **Connected** – able to relate well to others
- **Actively Involved** – participants in a range of life contexts
- **Life Long Learners** – literate and numerate; active seekers and users of knowledge

Key Competencies;

Key Competencies are the capabilities people need in order to live, work and contribute as active members of their communities. Capable people draw on and combine all the resources available to them: knowledge, skills, attitudes and values. Opportunities to develop competencies occur in social contexts. People adopt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise. Competencies continue to develop over time shaped by interactions with people, places, ideas and things. Students need to be challenged to develop their competencies in contexts that are increasingly wide ranging and complex.

- **Managing Self**
- **Relating to Others**
- **Participating and Contributing**
- **Thinking**
- **Using Language, Symbols and Texts**

The principles place students at the centre of teaching and learning, assuring that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. The principles relate to how the curriculum is formalised in schools through the processes of curriculum planning.

The principles include:

High Expectations; Supporting and empowering all students to learn and achieve their personal best.

Treaty of Waitangi; Acknowledging the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

Cultural Diversity; Reflecting New Zealand's cultural diversity and values, histories and traditions of all its people.

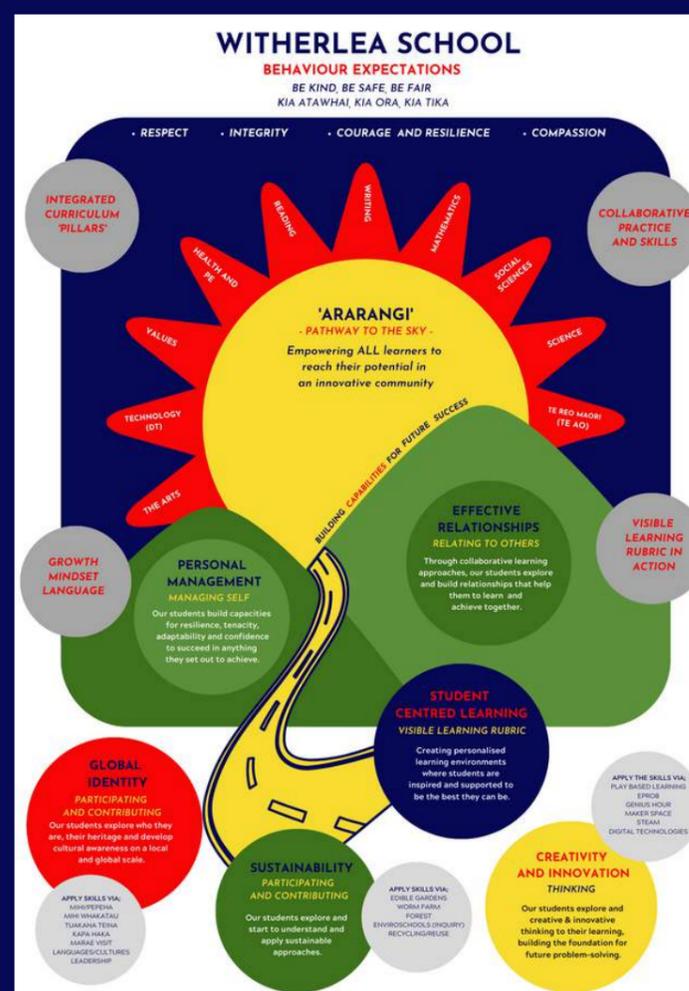
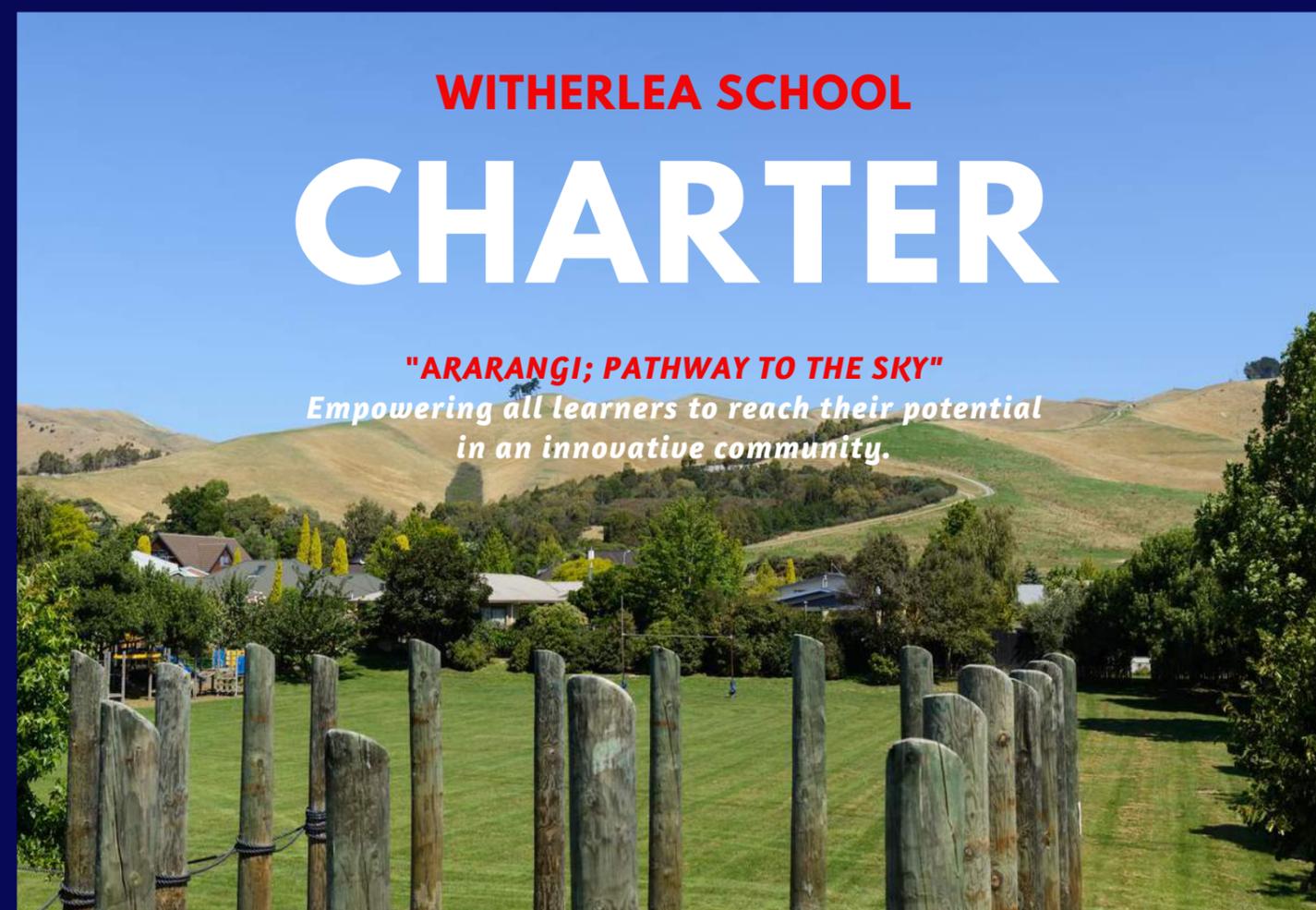
Inclusion; Ensuring that students' identities, languages, abilities, and talents are recognised and affirmed and that learning needs are addressed.

Learning to Learn; Encouraging all students to reflect on their own learning processes and to learn how to learn.

Community Engagement; A meaningful curriculum for students that connects with their wider lives, and engages the support of families, whanau, and communities.

Coherence; Providing students with a broad education that makes links within and across learning areas.

Future Focus; Encouraging students to look to the future by exploring significant future-focused issues eg: sustainability and citizenship.



SUPPORTING DOCUMENTS

- Witherlea School Curriculum Delivery Plan (Local Curriculum Under Review)
- Piritahi Kahui Ako 2020 Teaching and Learning Framework
- 2020 Learner Impact Plan (Student Achievement Targets)
- Parent Welcome Booklet and new Website
- 10 Year and 5 Year Property Plan (BOT)
- 2020 Budget (BOT)
- BOT and School Self Review Cycle (Assurances); SchoolDocs
- Policy and Procedures Hub: SchoolDocs (BOT)
- Performance Management Programme (Appraisal)
- Action Plans; one for each 'Annual Goal' and for each initiative/strategy within the goal
- Theory of Improvement Plan; prioritised curriculum area (Mathematics 2020)

RATIFICATION:
By the Witherlea School Board of Trustees

DATE:
Monday 10th February 2020