

# Witherlea



# School

*Be Kind • Be Safe • Be Fair*

<b>TARGET AREA</b>		Culture and The Arts			
<b>SCHOOL</b>	Witherlea School	<b>DATE</b>	2020	<b>MOE NUMBER</b>	3075
<b>STRATEGIC AIM</b>	<p><b>Hauora - Wellbeing</b></p> <ul style="list-style-type: none"> <li>Promotion and commitment to enhancing social, emotional and physical wellbeing through positive school wide practices</li> </ul> <p><b>Community, Iwi and Engagement</b></p> <ul style="list-style-type: none"> <li>Innovative thinking to develop positive and powerful partnerships</li> </ul>				
<b>ANNUAL AIM</b>	<ul style="list-style-type: none"> <li>Te Ao Programme developed (Phase 2)</li> <li>The 'Arts' embedded through all</li> </ul>				
<b>TARGET DETAILS</b>	<p><b>INCREASED PARTICIPATION AND OPPORTUNITIES TO LEARN AND SUCCEED IN THE AREA OF TE REO MAORI AND THE ARTS:</b></p> <ul style="list-style-type: none"> <li>LANGUAGE, IDENTITY, CULTURE</li> <li>DRAMA, DANCE, MUSIC, VISUAL ART</li> </ul>				
<b>BASELINE DATA</b>	<p>Choir Numbers; 180                      Kapa Haka Numbers; 200                      Jump Jam; 3 x teams and leaders @ Year 5-6                      Events and Performance opportunities; Whānau Open Days x 1, Music Festival, Taiopenga, End of Year Picnic</p>				

<b>ACTIONS</b> <i>What did we do?</i>	<b>OUTCOMES</b> <i>What happened?</i>	<b>REASONS FOR THE VARIANCE</b> <i>Why did it happen?</i>
<p><b>Te Ao Programme developed (Phase 2);</b></p> <ul style="list-style-type: none"> <li>● whole school Waiata/Mihi Whakataua and Tikanga practices developed embedded</li> <li>● local Iwi connections enhanced and Te Tiriti o Waitangi understanding</li> <li>● Cultural narratives; Hubs, Teams, School</li> <li>● Poutama Pounamu PLD: Culturally Responsive Pedagogy</li> <li>● Te Ao Afternoon - Year 2 Rollout with Kapa Haka in the afternoon and all other classes focusing on language, identity and culture</li> <li>● Trial; extension group for languages (Te Reo)</li> <li>● Trial: use of parents as expert language and culture 'coaches'</li> <li>● Development of a unique school song, Tikanga and Mihi Whakataua with school waiata for welcoming visitors</li> </ul>	<ul style="list-style-type: none"> <li>● ARTS Afternoon and TE AO afternoon continued into their second and third year respectively using the afternoon to specialise in these areas and throughout the rest of the school students were taught; identity, language, culture, Drama, Dance, Music and Visual Art.</li> <li>● Kapa Haka was split in the Tuakana and Teina groups which supported the Year 1-3 students as they learned the tikanga and routines for this discipline</li> <li>● We had Kuia Merehira a Maori Advisor/Consultant support our Kapa Haka to ensure we followed Rangitane Iwi.</li> <li>● We identified 'Culture and the Arts' as a vehicle to provide students with learning and teachers with leadership opportunities in line with our new vision, six aspirations, and Poutama Pounamu PLD</li> <li>● Increased numbers in all disciplines; <ul style="list-style-type: none"> <li>- Jump Jam Leaders extended to Year 4</li> <li>- Kapa Haka increased participation</li> <li>- Choir increased participation</li> </ul> </li> <li>● Drama Specialist supported all children in a week long intensive with performance at the end = full participation across Year 1-6</li> <li>● Music/singing became the vehicle for wellbeing and positivity in the school during LOCKDOWN and when the gates opened. The staff</li> </ul>	<p><b>3 major factors have influenced schools across New Zealand and definitely made an IMPACT on Witherlea;</b></p> <ol style="list-style-type: none"> <li>1. COVID-19</li> <li>2. Influx and increase in every classroom of challenging/violent behaviours, anxiety, neurodiverse learners with little to NO funding</li> <li>3. The learners who need targeting or extra time pushed to the side because of the above and an absolute lack of funding including staffing in Primary Schools</li> </ol> <p><b>COVID-19</b></p> <p>The focus following COVID-19 turned to 'Wellbeing' and 'Creativity' as students came back to school - two Year 5-6 classes began a Project Based Learning Unit (GeoCity) with the central focus of real world mathematics. This went viral; Stuff, Kea Kids, and then finally the EdGazette; link attached.</p> <p>Digital Fluency was a real issue, both internally at school but more so at home as families and whānau struggled to get the right devices and then when devices were given out the children did not have the know how to connect to their learning.</p>
<p><b>The 'Arts' embedded through all;</b></p> <ul style="list-style-type: none"> <li>● Arts afternoon integrated into inquiry topics and school events</li> <li>● utilising community/school/local experts (Drama Workshops)</li> <li>● External expertise in the area of Drama to support and upskill teachers</li> <li>● Music Specialisation via Choir delivered</li> <li>● Arts Afternoon - Year 3 Rollout with Leadership Roles continuing to providing support for teachers to extend Arts expertise</li> </ul>	<ul style="list-style-type: none"> <li>● Increased numbers in all disciplines; <ul style="list-style-type: none"> <li>- Jump Jam Leaders extended to Year 4</li> <li>- Kapa Haka increased participation</li> <li>- Choir increased participation</li> </ul> </li> <li>● Drama Specialist supported all children in a week long intensive with performance at the end = full participation across Year 1-6</li> <li>● Music/singing became the vehicle for wellbeing and positivity in the school during LOCKDOWN and when the gates opened. The staff</li> </ul>	<p><b>INFLUX and NO FUNDING</b></p> <p>We have multiple learners in every classroom with trauma, neurodiversity, behaviour including violence and almost none of these children generate any funding whatsoever. The classroom teacher is having to upskill, keep the children safe and try to connect these learners in such diverse and dynamic ways that teaching the curriculum to others is an afterthought at best. We need the funding for students with diverse needs addressed urgently so we can support them, their families and whānau and the other students who are neglected. In one space we evacuate the classroom upwards of 3 times per day following the trashing of a classroom and hitting and kicking of the adults - this child generates zero funding. He is not the only child with high needs in this space. I have emailed the Prime Minister, the Minister of Education, the Director of Education for Nelson and they sent two people to tell me that our school would be in breach of the Education Act if he was not put into a classroom. We currently fund a Teacher Aide top of the</p>

<p><b>Piritahi Kahui Āko;</b>  <i>Witherlea School continues to be part of 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 ALL teachers in this mapping process.</i></p>	<p><i>sent out a video to all students and their whānau using the song 'Reach'. It got so many views and continues to be used in the school to support student wellbeing.</i></p>	<p><i>scale for 25 hours per week to support him to speak and be in the class (as instructed) but mostly keep the other children safe. This is one of 10 priority children who represent extreme behaviours in our school and none of these is allocated funding. I am not sure what is happening in other schools but I know it is similar. Then of course we have Priority 2 and 3 students who also need support - they of course generate none. And then we get to our target learners....who have real potential if there were time, resources and funding of which there is none. Worse than this though - the GOOD WILL of our teachers and their WELLBEING is diminishing. We are at crisis and no one is listening.</i></p> <p><b>STAFFING ISSUES</b></p> <p><i>We are a school of 400 students and we staff all our leadership positions including our SENCO who completes all funding applications from the staffing provided - this over the years has put a strain on our teachers who are overloaded with diverse needs as above. The principal and the senior management all teach to try and lower the class sizes and support our leaders however the allocation mechanism and disparity between secondary and primary is broken and needs addressing so schools have a chance to meet their targets.</i></p>
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<p><b>EOY DATA</b></p>	<p><i>Increase in all Disciplines;</i></p> <ul style="list-style-type: none"> <li>● <i>Drama: 100% participation</i></li> <li>● <i>Choir Numbers; 200</i></li> <li>● <i>Kapa Haka Numbers; 230</i></li> <li>● <i>Jump Jam; 3 x teams and leaders @ Year 4-6 (Junior Jump Jam came second in Marlborough)</i></li> <li>● <i>Events and Performance opportunities; Whānau Open Days x 2, Music Festival (Cancelled due to COVID-19), Taiopenga, End of Year Picnic</i></li> </ul>
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<p><b>COVID IMPACT</b></p>	<p><i>Two weeks prior to Week 7 (Term One) our school was depleted by almost half - families and whānau were self-isolating and we had to start sending Online Learning home. We were, like others, scrambling and then two weeks later we were in LOCKDOWN, scrambling to get devices into the homes. We were not prepared, our teachers were not prepared and our students were not prepared BUT we did relatively well considering. Following</i></p> <p><i>LOCKDOWN, students began to come back to school in 'Bubbles' and teachers tried to teach from school and Online.</i></p> <p><i>We virtually lost a term of learning - 3 months and because the first term is setting routines and programmes up and transitioning students into classrooms we had to begin this again for many students, more than we anticipated - these are the students we would have been targeting if they were at school. In some cases, children may have lost 6 months of momentum and learning. This is huge.</i></p> <p><i>We focused as a school on PROGRESS and individual learning journeys. We worked as a team to support learners and their whānau who needed to focus on wellbeing and we made sure all of our students LOVED coming to school.</i></p>
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## 2020 CHANGES Schoolwide

- *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*

## EVALUATION Where to next?

- *Drama Specialist embedded further focusing on self regulation and performance skills - Arts contribution from parents, funding from Creative Kids Trust and external resourcing (charities/fundraising)*
- *Music Therapy to support students with challenging behaviours / Neurodiverse (funding needed)*
- *Using singing and dance through new songs drive to support wellbeing across the school - an outlet for students who find school challenging*
- *Te Ao Programme developed with leadership position (Unit and Time) and group split in three; Kākano (immersion - NE-Year 1: compulsory), Pihinga: Year 2-4, Puawai: Year 5-6 who will go to Taiopenga and possibly Nationals also connecting with local experts (MBC), student mentors and local Iwi*
- *Whole staff performing at Taiopenga - more than one song*
- *Whole staff starting year at Omaka Marae connecting with local Iwi, learning our Iwi stories to support NZ Histories*
- *Two leaders released to complete the Poutama Pounamu Blended Learning Course through Piritahi Kahui Ako and having an internal learning group*
- *Connection with MGC and MBC for Kapa Haka - Te Ao Leader forming these relationships and creating connections*
- *The Arts afternoon and Te Ao afternoon focused on delivering specialisation (Choir/kapa Haka) and coverage in; Drama, Dance, Music, Visual Art, identity, language and culture.*