

# School Improvement Plan 2020-2022 for Winchester School

## WINCHESTER SCHOOL VISION:

He kura maioha, he kura manahau, he kura whakamana tamariki.  
A welcoming, dynamic environment fostering creativity and lifelong learning.

## Our 4 Cs:



## Our Core Principles:

### WHAT WE LEARN

Students will experience a curriculum that inspires curiosity, and enables excellence and equitable outcomes.

### HOW WE LEARN

Students will maximise their individual potential by learning how to learn, and using technology to enhance their learning.

### WHO WE ARE

Students will be connected to their community and be active contributors to it.

### HOW I AM

Students will have a school environment that promotes and supports their well-being.

## Cultural Diversity and Treaty Obligations:

Winchester School celebrates cultural diversity and practises inclusivity. We want all our learners to understand and respect different cultures that make up Aotearoa New Zealand, with an emphasis on the mana whenua. Winchester School will ensure that the experiences, cultural traditions, histories and languages of Aotearoa are recognised and valued. Our curriculum will acknowledge the unique position of Māori in New Zealand society.

### For our students this means:

- Understanding and acceptance of all cultures.
- Value their own and others' heritage.
- Experience Te Reo & Tikanga Māori.
- Experience learning another language.

### For our staff this means:

- Understanding basic Tikanga Māori and having high expectations for Māori students.
- Confidently using Te Reo Māori.
  - Singing waiata.
  - Using karakia.

### For our community this means:

- Consultation as part of the development of the strategic plan each year. (Hui whanau)
- Being reported to annually on the achievement of Māori learners.

### The Board of Trustees will respond to any request for instruction in Te Reo Māori by:

- advising the parent of the current level of Te Reo and Tikanga Māori available at Winchester School
- offering to explore possibilities for extending the current provision, including:
  - dual enrolment with Te Kura (The Correspondence School)
  - consulting a Resource Teacher of Māori
  - consulting with another school which is able to provide a higher level of Te Reo Māori and Tikanga Māori
  - advising parents where the nearest school is that provides a higher level of instruction in Te Reo Māori and Tikanga Māori

*Supporting documentation: Treaty of Waitangi Policy, Community Consultation Policy, Curriculum Delivery Policy*

## Special Education Needs and Inclusion statement:

Inclusion relates to Presence, Participation and Achievement as key aspects for success for all students, in particular, those with special education needs. These special education needs might be for students who have difficulty accessing the curriculum at their respective age/stage and also for those who might exceed expectations.

**Our Goal:** Winchester School has high expectations and provides a safe and welcoming environment for all students, regardless of their ability, socioeconomic status or family background. We believe that each child has the right to be safe and to learn in an environment where they are respected and develop a strong sense of self-worth.

*Supporting documentation: Special Education Policy, Special Education Procedures*

# SCHOOL CONTEXT

## School Organisation and Structures

Winchester School has a roll of 330-370 students made up of 55% NZ European, 17% Māori, 7% Chinese, 3% Pasifika and the rest of the world making up the rest of the student population with 27 different cultures being represented in our school. We operate 15 classes in three teams; Kowhai, Rimu and Kauri.

Our New Entrant block of three classes operates as a flexible learning environment with the three teachers working in collaboration. All other classes are independent learning spaces.

Our leadership team consists of the Principal, Deputy Principal, Assistant Principal and two other team leaders. Our Assistant Principal is also the Special Education Needs Coordinator and ESOL teacher and oversees a Learning Support Teacher and several teacher aides. Additionally, there is an office manager, bursar, librarian/resource manager and a caretaker.

Our school buildings and grounds are modern and well maintained. The school was repainted in 2018. We have a well-resourced library, turf area, pool, large field and playground and a special feature is the guinea pigs and chickens within the eco-nected centre.

## Review of Charter and Consultation

2017 - Full community consultation through surveys, community evening and student consultation to develop 4Cs and local curriculum. Māori community consultation at Hui Whanau following a performance from school kapa haka group.

2018 - Through online surveys - Behaviour Management review, Special Education review, Reporting to Parents, Health and Sexuality Education review.

Māori community consultation at Hui Whanau following a performance from school kapa haka group. The Board reviewed the Charter following community consultation, to develop the new Strategic Plan. The next major Strategic Plan review will be in 2021.

2019 - Māori community consulted through dialogue at Kapa Haka performance. Ideas gathered from all those present and then Hui Whanau in Term 4 to prioritise suggestions from the wider community.

2020 - Hui Whāuau held beginning Term 4 to go over the previous action plan. School wide face to face consultation on development of school values.

## Student Engagement

Winchester School student attendance exceeds 90% across the year. Any absences are promptly followed up by office staff each morning and teachers develop close working relationships with families. We learn what is important to students and their whanau at school entry and at meet the teacher times, and at conferences which are held at the start of each year and also at mid-year.

The Inquiry curriculum has 6 Big Ideas - Identity & Relationships, Technology & Innovation; Noticing, Thinking & Wondering; Environment & Sustainability; Community & Citizenship; and Communication & Connections. Digital Technologies are currently delivered through modules so that every student receives specialist teaching which incorporates coding, robotics and the design of digital outcomes. All students have opportunities to develop self-management skills as they progress through our school.

## Te Oro Karaka Kāhui Ako

We are one of 24 schools in the Te Oro Karaka Kāhui Ako which was approved as a Community of Learning in 2017. Our achievement challenge was approved in late 2018. We have worked with Vision Education in 2018 and 2019. From 2020 we are working with Te Āwhēonui as the PLD provider. Visit [www.karaka.org.nz](http://www.karaka.org.nz)

## STRATEGIC PLAN 2020-2022

Strategic Aims	Core Strategies for Achieving Aims 2020 - 2022
<p><b>1. What we learn. (Curriculum)</b> Students will experience a curriculum that inspires curiosity, and enables excellence and equitable outcomes.</p> <ol style="list-style-type: none"> <li>1. Be relevant, innovative and forward looking.</li> <li>2. Ensure quality learning and teaching outcomes for all.</li> <li>3. Understand and respect the cultural heritage of Aotearoa New Zealand.</li> </ol>	<ul style="list-style-type: none"> <li>● Annual targets will be identified from achievement information to sustain high achievement in Reading, Writing and Mathematics. (90% of any group of learners achieving at the expected curriculum level)</li> <li>● Review aspects of our curriculum as they are noticed.</li> <li>● Work with our Kāhui Ako to implement strategies that support our Achievement Challenge plan.</li> <li>● Value and develop competence in Te Reo and Tikanga Māori.</li> <li>● Teach the history of Aotearoa and stories of the mana whenua.</li> <li>● Ensure Digital Technologies are integrated into classroom teaching programmes.</li> </ul>
<p><b>2. How we learn. (Pedagogy)</b> Students will maximise their individual potential by learning how to learn, and using technology to enhance their learning.</p> <ol style="list-style-type: none"> <li>1. Integrate technology to enhance meaningful learning.</li> <li>2. Strive for excellence in all areas.</li> </ol>	<ul style="list-style-type: none"> <li>● Have a common language of learning (Learning to Learn) across the school.</li> <li>● Develop inquiring classrooms that nurture curiosity and creativity.</li> <li>● Use student voice to help inform our curriculum.</li> <li>● Develop culturally responsive practices to support Māori learners.</li> </ul>
<p><b>3. Who we are. (Community)</b> Students will be connected to their community and be active contributors to it.</p> <ol style="list-style-type: none"> <li>1. Have an active school, parent and community partnership.</li> <li>2. Have an appreciation of the arts, culture and recreation.</li> </ol>	<ul style="list-style-type: none"> <li>● Increase our engagement with, and participation in, the local community.</li> <li>● Be a welcoming and open place within our school and classroom communities.</li> <li>● Keep parents and caregivers well informed about their child's progress &amp; strengths, and of our teaching and learning processes.</li> <li>● Provide a dynamic physical learning environment.</li> </ul>
<p><b>4. How I am. (Well-being)</b> Students will have a school environment that promotes and supports their well-being.</p> <ol style="list-style-type: none"> <li>1. Encourage positive use of leisure time.</li> <li>2. Foster self-esteem and respect for others.</li> </ol>	<ul style="list-style-type: none"> <li>● Work with our Kāhui Ako to implement strategies that support our Hauora/Well Being achievement challenge. This work may encompass: <ul style="list-style-type: none"> <li>○ Taha tinana (physical well-being), Taha hinengaroa (mental and emotional well-being), Taha whanau (social well-being), Taha wairua (spiritual well-being)</li> </ul> </li> <li>● Use strategies in our classrooms that enable students to be ready, willing and able to learn.</li> <li>● Use of the NZCER Well-Being at school survey.</li> </ul>

## ANNUAL SECTION 2021

### Students' Learning

*Previous years' percentages of groups of learners At or Above National Standard/School Expectation:*

	READING			WRITING			MATHEMATICS		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
<b>All students</b>	87%	92%	94%	79%	80%	90%	94%	89%	92%
<b>NZE</b>	90%	92%	94%	82%	81%	90%	94%	92%	91%
<b>Māori</b>	86%	89%	93%	72%	79%	90%	92%	82%	95%
<b>Pasifika</b>	77%	92%	93%	77%	83%	86%	92%	83%	76%
<b>Male</b>	83%	91%	91%	72%	73%	85%	90%	96%	90%
<b>Female</b>	91%	93%	94%	86%	87%	94%	97%	81%	94%

*Percentages of groups of learners working within expected NZ Curriculum levels at the end of 2020:*

	READING	WRITING	MATHEMATICS
<b>All students</b>	88%	82%	92%
<b>NZE</b>	90%	85%	93%
<b>Māori</b>	86%	75%	88%
<b>Pasifika</b>	85%	80%	87%
<b>Male</b>	83%	70%	90%
<b>Female</b>	93%	93%	94%

**Strategic Aim 1** - Students will experience a curriculum that inspires curiosity, excellence and enables equitable outcomes.

<p><b>READING BASELINE DATA - Analysis of the school-wide data at the end of 2020 showed...</b></p> <ul style="list-style-type: none"><li>● 88% of all students are achieving at the expected levels, but Māori students, Pasifika students and male students are achieving lower than this.</li></ul>	<p><b>TARGETS - By the end of 2021, we aim to have at least 90% achieving at the expected NZC level for the following groups:</b></p> <ul style="list-style-type: none"><li>● Māori (86% in 2020)</li><li>● Pasifika (85% in 2020)</li><li>● Male (83% in 2020)</li></ul>
<p><b>WRITING BASELINE DATA: Analysis of the school-wide data at the end of 2020 showed...</b></p> <ul style="list-style-type: none"><li>● 82% of all learners are achieving at the expected levels, but Māori students, Pasifika students and male students are achieving lower than this.</li></ul>	<p><b>TARGETS - By the end of 2021, we aim to have at least 90% achieving at the expected NZC level for the following groups:</b></p> <ul style="list-style-type: none"><li>● Māori (75% in 2020)</li><li>● Pasifika (80% in 2020)</li><li>● Male (70% in 2020)</li></ul>
<p><b>MATHEMATICS BASELINE DATA Analysis of the school-wide data at the end of 2020 showed...</b></p> <ul style="list-style-type: none"><li>● 92% of all learners are achieving at the expected levels, but Māori students and Pasifika students are achieving lower than this.</li></ul>	<p><b>TARGETS - By the end of 2021, we aim to have at least 90% achieving at the expected NZC level for the following groups:</b></p> <ul style="list-style-type: none"><li>● Māori (88% in 2020)</li><li>● Pasifika (87% in 2020)</li></ul>

## CURRICULUM - WHAT WE LEARN.

STRATEGIC INTENTIONS	ACTIONS
<ul style="list-style-type: none"> <li>Annual targets will be identified from achievement information to sustain high achievement in Reading, Writing and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>End of 2020 data will be analysed by teaching staff and targets/priority learners will be identified for collaborative inquiries.</li> <li>Teaching as Inquiry teams will follow a Spiral of Inquiry model and will meet regularly throughout the year and will report back to all staff at the end of the year about progress and findings.</li> <li>Within School Teachers to support teachers to implement culturally responsive practices to support Māori learners.</li> </ul>
<ul style="list-style-type: none"> <li>Review aspects of our curriculum as they are noticed.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of PAT Mathematics data will be using Item Reports to inform long term plans.</li> <li>Development of Mathematics Roadmap for school overview.</li> <li>Develop and implement a school wide overview for the teaching of Te Reo Māori.</li> </ul>
<ul style="list-style-type: none"> <li>Value and develop competence in Te Reo and Tikanga Māori.</li> </ul>	<ul style="list-style-type: none"> <li>Use of school time for Te Ope Kura. (Kapa Haka group)</li> <li>Use outside professional development to help develop classroom programmes.</li> <li>All gatherings (Team meetings, Staff meeting, Board meetings, Community gatherings) to start with karakia and a whakatauki.</li> <li>Staff to learn 3-4 waiata.</li> <li>Hold a welcome for new students and their whānau each term.</li> <li>Students will learn their pepeha.</li> </ul>
<ul style="list-style-type: none"> <li>Teach the history of Aotearoa and stories of the mana whenua.</li> </ul>	<ul style="list-style-type: none"> <li>Classes will visit Te Rangimarie marae, Te Marae o Hine and Te Manawa to learn about Rangitāne history.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure Digital Technologies are integrated into classroom teaching programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Appoint a lead teacher to lead staff professional development.</li> <li>Develop an action plan for staff professional development.</li> </ul>

## PEDAGOGY - HOW WE LEARN.

STRATEGIC INTENTIONS	ACTIONS
<ul style="list-style-type: none"> <li>Develop culturally responsive practices that support Māori learners.</li> </ul>	<ul style="list-style-type: none"> <li>Work with Te Oro Karaka Kāhui Ako and Te Āwheonui (PLD provider).</li> <li>Develop teaching practices that support the aims of the school wide Poutama for CR and RP</li> <li>Base Teaching as Inquiry on culturally responsive practices that support the teaching of writing.</li> <li>Staff to attend 6 x sessions with Massey University to develop mathematical inquiring communities.</li> </ul>
<ul style="list-style-type: none"> <li>Develop inquiring classrooms that nurture curiosity and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure inquiries have a Rangitāne iwi focus.</li> <li>Ensure there are 3 major inquiries throughout the year.</li> </ul>
<ul style="list-style-type: none"> <li>Use student voice to help inform our curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry learning planning is based on student questions.</li> <li>Student leaders will help inform curriculum planning.</li> </ul>

## COMMUNITY - WHO WE ARE.

STRATEGIC INTENTIONS	ACTIONS
<ul style="list-style-type: none"> <li>Increase our engagement with, and participation in, the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Offer an information evening annually about one particular curriculum area. (Maths)</li> <li>Base inquiry learning on local community resources.</li> </ul>
<ul style="list-style-type: none"> <li>Be a welcoming and open place within our school and classroom communities.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain team based events that support sporting, cultural and curriculum aspects of our school.</li> <li>Hold Hui Whanau during Term 3.</li> </ul>
<ul style="list-style-type: none"> <li>Keep parents and caregivers well informed about their child's progress &amp; strengths, and of our teaching and learning processes.</li> </ul>	<ul style="list-style-type: none"> <li>Meet with parents twice in Term 1 and at mid-year, write mid-year and end of year reports to keep parents and carers informed of student progress.</li> <li>Hold information sessions as required to keep parents informed of curriculum developments. (Junior literacy annually)</li> </ul>
<ul style="list-style-type: none"> <li>Provide a dynamic physical learning environment.</li> <li><i>Supporting documents: 10YPP, 5YA</i></li> </ul>	<ul style="list-style-type: none"> <li>Follow 5YA property plan.</li> <li>Work with iwi to design and install a Waharoa for our school entrance.</li> <li>Development of Econnected Centre and Native Bush areas into usable teaching spaces that all classes access.</li> <li>Encourage community use of Econnected Centre for growing vegetables and plants.</li> </ul>

**WELL BEING - WHO I AM.**

<b>STRATEGIC INTENTIONS</b>	<b>ACTIONS</b>
<ul style="list-style-type: none"><li>● Implement strategies that support our Hauora/Well Being achievement challenge.</li></ul>	<ul style="list-style-type: none"><li>● Review new Relationships and Sexuality Education guidelines with staff and implement any necessary changes.</li><li>● Have staff trained by Pause, Breathe, Smile and implement strategies into classrooms.</li></ul>

<b>Board of Trustees' endorsement:</b>	Ratified on Board Meeting on 7 December 2020.
<b>Board Chair signature:</b>	
<b>Submission date to Ministry of Education:</b>	This Strategic Plan will be submitted by 1st March each year.