

Winchester School Te Kura o Te Haonui

Improvement Plan: 2022-2024

VISION STATEMENT:

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

Ngā Uara - Our Values

Kotahitanga

Working together

Manaakitanga

Care and Respect

Whanaungatanga

Relationships

Te Tuakiritanga

Identity

Māuitanga

Creativity, Innovation, Fun

Te Puāwaitanga

Personal Growth

Our 4 Cs:



Cultural Diversity and Inclusion

Te Tiriti o Waitangi

Winchester School Te Kura o Te Haonui recognises te Tiriti as the founding document of Aotearoa New Zealand.

Tangatawhenuatanga

Winchester School Te Kura o Te Haonui recognises the special place of Rangitāne as mana whenua in the Manawatū and the place of other whānau and hapori Māori in the flourishing of a tikanga-centred culture underpinning the success of all students and families.

Rangatiratanga

Winchester School Te Kura o Te Haonui recognises the importance of partnering with mana whenua Rangitāne and other whānau Māori and their contribution to other learners/ākonga and their families.

For our students this means:

- Valuing their own and others' culture and heritage.
- Learning Te Reo & Tikanga Māori.

For our staff this means:

- Understanding basic Tikanga Māori and having high expectations for all learners/ākonga.
- Confidently using Te Reo Māori and waiata.
- Teaching in a culturally responsive way.

For our community this means:

- Consultation regarding achievement and curriculum as part of the development of the strategic plan each year. (Hui whānau, Fono)
- Contributing to learning and to the school through their diversity and rich cultural knowledge.

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 Te Kura o Te Haonui
- 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 or, advising parents where the nearest school is that provides a higher level of instruction in Te Reo Māori and Tikanga Māori

Supporting policies: Te Tiriti o Waitangi, Curriculum and Student Achievement, Māori Educational Success

Te Tangata / Barrier Free Access

Winchester School Te Kura o Te Haonui values every learner/ākonga and is committed to creating a safe environment free from racism, discrimination and bullying.

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 Te Kura o Te Haonui 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 policies: Learning Support, Recognition of Cultural Diversity, Bullying, Inclusive Education, Māori Educational Success

WINCHESTER SCHOOL TE KURA O TE HAONUI CONTEXT

School Organisation and Structures

Winchester School Te Kura o Te Hāonui has a roll of 350-380 students and operates 16 classes in three teams; Kōwhai, Rimu and Kauri, each led by an experienced team leader.

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 staff also has a Special Education Needs Coordinator, ESOL teacher, Literacy Support Teacher, several teacher aides, an office manager, a 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.

In 2021 a tomokanga was designed, carved and placed in our central courtyard to recognise mana-whenua Rangitāne, our teaching teams and the natural environment that surrounds our Kura.

Review of Charter and Consultation

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 the 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.

2021 - Completion of Ngā Uara consultation with kanohi ki te kanohi hui whānau. Consultation with Rangitāne for a dual name of Kura - Te Kura o Te Haonui

Student Engagement

Winchester School Te Kura o Te Haonui 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.

Our 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 22 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 Āwhaeonui as the PLD provider. Visit www.karaka.org.nz Our current focus is to implement cultural and relational pedagogies in classrooms.

STRATEGIC PLAN 2022-2024

STRATEGIC INTENTIONS	CORE STRATEGIES
<p>1. AOTEAROATANGA Students will experience a curriculum that promotes tikanga Māori/ te reo Māori/Mātauranga Māori and has high aspirations for every learner/ākonga.</p>	<ul style="list-style-type: none"> ● Develop competence in Te Reo and Tikanga Māori for all staff and students. ● Teach Aotearoa NZ Histories and mana whenua Rangitāne histories and stories in learning. ● Ensure every learner/ākonga gains sound foundation skills. ● Develop confidence and competence in Science teaching.
<p>2. NGĀ UARA Students will maximise their individual potential by learning how to learn in an environment that promotes ngā uara.</p>	<ul style="list-style-type: none"> ● Embed Ngā Uara through Learning to Learn. ● Implement culturally responsive practices (Whakawhanaungatanga, Kotahitanga, Whakapapa, Ako, Wananga, Kaupapa) to support learners/ākonga.
<p>3. TE KANORAUTANGA Students will be connected to their community and we will have an active school, parent and community partnership.</p>	<ul style="list-style-type: none"> ● Increase our engagement with, and participation in, the local community. ● Keep parents and caregivers well informed about their child's progress & strengths, and of our teaching and learning processes. ● Regularly meet with Māori and Pasifika families to meet learner/ākonga needs.
<p>4. TE TANGATA Students will have a school environment that is barrier-free.</p>	<ul style="list-style-type: none"> ● Implement strategies that support learner/ākonga Hauora/Well Being. ● All learners/ākonga receive appropriate levels of support to maximise learning. ● Provide a learning environment that caters to all learners' needs.

ANNUAL SECTION 2022

Student Achievement

Percentages of groups of learners working within expected NZ Curriculum levels at the end of 2019:

	READING	WRITING	MATHEMATICS
<i>All students</i>	87%	79%	94%
<i>NZE</i>	90%	81.6%	94%
<i>Māori</i>	85.5%	72.4%	92%
<i>Pasifika</i>	77%	77%	92%
<i>Male</i>	83%	71.5%	90%
<i>Female</i>	90.6%	85.5%	97%

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

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

Percentages of groups of learners working within expected NZ Curriculum levels at the end of 2021:

	READING	WRITING	MATHEMATICS
<i>All students</i>	86%	81%	91%
<i>NZE</i>	89%	86%	94%
<i>Māori</i>	79%	64%	86%
<i>Pasifika</i>	93%	86%	86%
<i>Male</i>	79%	74%	88%
<i>Female</i>	92%	88%	94%

STUDENT ACHIEVEMENT TARGETS

<p>READING BASELINE DATA - Analysis of the school-wide data at the end of 2021 showed...</p> <ul style="list-style-type: none">● 86% of all students are achieving at the expected levels, but Māori students, Pasifika students and male students are achieving lower than this.	<p>TARGETS - By the end of 2022, we aim to have at least 90% achieving at the expected NZC level for the following groups:</p> <ul style="list-style-type: none">● Māori (79% in 2021)● Pasifika (93% in 2021)● Male (79% in 2021)
<p>WRITING BASELINE DATA: Analysis of the school-wide data at the end of 2021 showed...</p> <ul style="list-style-type: none">● 81% of all learners are achieving at the expected levels, but Māori students, Pasifika students and male students are achieving lower than this.	<p>TARGETS - By the end of 2022, we aim to have at least 90% achieving at the expected NZC level for the following groups:</p> <ul style="list-style-type: none">● Māori (64% in 2021)● Pasifika (86% in 2021)● Male (74% in 2021)
<p>MATHEMATICS BASELINE DATA Analysis of the school-wide data at the end of 2021 showed...</p> <ul style="list-style-type: none">● 91% of all learners are achieving at the expected levels, but Māori students, Pasifika students and male students are achieving lower than this, but at 90% or higher.	<p>TARGETS - By the end of 2022, we aim to have at least 90% achieving at the expected NZC level for the following groups:</p> <ul style="list-style-type: none">● Māori (86% in 2021)● Pasifika (86% in 2021)● Male (88% in 2021)

AOTEAROATANGA / CURRICULUM

STRATEGIC INTENTIONS	ACTIONS
Develop competence in Te Reo and Tikanga Māori for all staff and students.	<ul style="list-style-type: none"> - Actively promote professional learning opportunities for staff - Te Ahu o Te Reo Māori - Appoint a teacher to lead Te Reo professional learning - Teachers setting an annual goal for Te Reo Māori growth and reporting on progress at mid-year and end of year meeting with Principal
Teach Aotearoa NZ Histories and mana whenua Rangitāne histories and stories in learning.	<ul style="list-style-type: none"> - Include Aotearoa NZ histories within team long term plans - with an emphasis on Pasifika explorations - Work with Toi Warbrick on Creatives project - Include local histories within team long term plans
Ensure every learner/ākonga gains sound foundation skills.	<ul style="list-style-type: none"> - Monitor progress towards annual student achievement targets - Work with Massey Facilitator throughout the year to introduce and embed Structured Literacy practices - Work with Massey Facilitator throughout the year to introduce and embed DMIC practices
Develop confidence and competence in Science teaching.	<ul style="list-style-type: none"> - Enable one teacher to take part in the Royal Society Science Leadership programme - Include Science teaching within team long term plans

NGĀ UARA / VALUES

STRATEGIC INTENTIONS	ACTIONS
Embed Ngā Uara through Learning to Learn.	<ul style="list-style-type: none"> - Staff will develop school-wide “student speak” for each value - Teachers will spend time exploring what Ngā Uara/Values mean in their classrooms - Restorative practices to form the basis of behaviour management
Implement culturally responsive practices to support learners/ākonga.	<ul style="list-style-type: none"> - Rongohia te hau findings will inform teaching as inquiry focus for the year - Work with Massey Facilitators to implement DMIC practices - Teachers will work collaboratively in across school groups to inquire into their own practice

TE KANORAUTANGA / COMMUNITY

STRATEGIC INTENTIONS	ACTIONS
Increase our engagement with, and participation in, the local community.	<ul style="list-style-type: none"> - Include trips out in our immediate and wider community as a central part of inquiry learning - Invite parents and community members in to contribute to student learning (Covid alert levels permitting)
Keep parents and caregivers well informed about their child's progress & strengths, and of our teaching and learning processes.	<ul style="list-style-type: none"> - Hold parent/teacher meetings (face to face or virtually) early in Term 1, before the end of Term 1 and early in Term 3 - Hold community information sessions about the teaching of Mathematics - Hold community information sessions about the structured literacy approach
Regularly meet with Māori and Pasifika families to meet learner/ākonga needs.	<ul style="list-style-type: none"> - Continue to hold hui whānau, face to face or virtually twice per year - Introduce a Fono for Pasifika fanau to have input into the school

TE TANGATA / INCLUSION

STRATEGIC INTENTIONS	ACTIONS
Implement strategies that support learner/ākonga Hauora/Well Being	<ul style="list-style-type: none"> - Continue to utilise Pause, Breathe, Smile techniques on a regular basis - Creation of a sensory room for students - Implementation of PB4L Schoolwide
All learners/ākonga receive appropriate levels of support to maximise learning.	<ul style="list-style-type: none"> - Referrals are made to outside agencies regularly and promptly. - IEP meetings throughout the year to celebrate achievements and set goals. - Maintain 0.6 learning support programme - Review Learning Support programmes, systems for referral and alternative programmes.
Provide a learning environment that caters to all learners' needs.	<ul style="list-style-type: none"> - Development of the new 10-year property plan by the end of 2022 - Complete property projects as outlined in the property plan - Install air conditioning units as funding allows

School Board endorsement:	Ratified at Board Meeting: 6 December 2021
Presiding member name and signature:	
Submission date to Ministry of Education:	This Strategic Plan will be submitted by 1st March each year.