

WHANGAREI HEADS SCHOOL



OUR VISION

Our place to grow and learn together
Ko tatou kura, kia tipu, kia ako ngatahi

OUR VALUES

Belonging	Whanaungatanga	developing a sense of community and an appreciation of 'our place'
Respect	Manaakitanga	for ourselves, each other and the environment
Creativity	Auahatanga	appreciating and encouraging individual talents and interests
Achievement	Whakatututikanga	valuing all areas of learning, personal strengths and talents

Strategic Goal 2019-2021

BUILDING A THRIVING AND POSITIVE SCHOOL CULTURE

Embed restorative practice to enhance social wellbeing
Strengthen our school values so that all staff and students are living our values
Implement a student and staff wellbeing plan

Strategic Goal 2019-2021

INCREASING EDUCATIONALLY POWERFUL CONNECTIONS AND RELATIONSHIPS


Strengthen whanau and community partnerships
Develop a culturally responsive curriculum to enable equity and excellence for all

Strategic Goals 2019-2021


INNOVATIVE TEACHING AND LEARNING

Lift achievement in Mathematics
Build capacity in Digital Fluency
Explore Play-Based Learning
Enhance EOTC and Environmental programmes

WHANGAREI HEADS SCHOOL – 3 YEAR OVERVIEW – 2018 - 2020

Strategic Goal	Initiatives	Current	2019	2020-2021	How will we know?
 <p>1. Build a thriving and positive school culture</p> <p><i>Manaakitanga</i></p>	<p><i>a) We will embed the Restorative Practice (RP) programme to enhance our school wellbeing.</i></p> <p>Manaakitanga</p>	<p>-Teachers had PLD sessions with RTL’s 2017 -Developed a collaborative plan -Parents read newsletter RP items; parent meeting with RTL’s to introduce RP -Teachers introduce RP language and process with students</p>	<p>-Teachers practice & continue to upskill in RP Introduce the Zones of Regulation program Introduce Mindfulness program into the school</p>	<p>-Teachers’ ongoing practice and upskilling of RP Embed the Zones of Regulation and Mindfulness programs into our school</p>	<p>-Teachers use RP consistently and effectively. School procedures reflect RP as part of classroom management. Teachers use Zones of Regulation and Mindfulness in their classrooms to enhance well-being.</p>
			<p>-Continue to Share RP information with parents to develop understanding and clarity of behaviour management. The Well-Being Group will also support this. Inform parents and run information evenings about the Zones of Regulation and Mindfulness.</p>	<p>-Develop tools and methods so parents increase their knowledge of RP and our behaviour management. - Support parents to use the Zones of Regulation and Mindfulness at home so that we are developing a shared language and understanding of these tools.</p>	<p>-Parents can talk about the RP process within our behaviour management practice. -Parents are able to use Zones of Regulation and Mindfulness with an understanding of what this looks like at home and at school.</p>
			<p>-Teachers develop, trial, display visual cues and resources for reference by all -Students are developing their kete of knowledge to manage their feelings. Including the use of Zones of Regulation and Mindfulness.</p>	<p>-Teachers use visual cues and resources to help them and students to follow process -Students are being equipped with skills to manage themselves now and in the future, with the added support of Zones of Regulation and Mindfulness.</p>	<p>-Students understand and take ownership of RP by how they prevent and/or manage social challenges. - Students use Zones of Regulations and Mindfulness to manage themselves in times of stress.</p>

	<p><i>b) We will strengthen our school values.</i></p> <p>Manaakitanga</p>	<ul style="list-style-type: none"> -Termly focus -Student brainstorms -Values tokens -Consultation and confirm core values -Using Cool Schools / Peer Mediation but no recent training / PLD -Build our school use of school logo across the school and community. 	<ul style="list-style-type: none"> -Identify and break down value meanings and use the language of our values -Identify elements of respectful conversations -Develop and display a visual representation of values 	<ul style="list-style-type: none"> -Implement the language and actions of our values, including respectful conversations -Display our values signage / murals around school 	<ul style="list-style-type: none"> -Value-driven behaviour and respectful conversations are evident -Our School Values are embedded and sustained, demonstrated by all. -Consistent use of school logo in all media.
			<ul style="list-style-type: none"> -Teachers and students have PLD for Cool Schools / Peer Mediation (<i>links to RP</i>) We will extend the use of Cool Schools across the whole school to build a consistent behaviour expectation and a shared language 	<ul style="list-style-type: none"> -Strengthen Cool Schools / Peer Mediation programme (<i>links to RP</i>) We will extend the use of Cool Schools across the whole school to build a consistent behaviour expectation and a shared language 	<ul style="list-style-type: none"> -Cool Schools / Peer Mediation programme is effective, embedded & reviewed annually. The program will be embedded across the whole school.
	<p><i>c) We will develop a school wide wellbeing and governance plan.</i></p> <p>Manaakitanga</p>	<ul style="list-style-type: none"> -Staff/RTL B discussions -Wellbeing@school survey completed by Y5-8 students & staff in T4 2017 -Links to Restorative Practice -BoT has increased awareness of wellbeing responsibilities and current position of school wellbeing. 	<ul style="list-style-type: none"> -Continue the work we have been doing in our Well-being committee, (representatives from school community), continue to develop and refine an action plan. 	<ul style="list-style-type: none"> -Implement and review the action plan (staff / RTL B / committee) 	<ul style="list-style-type: none"> -Engagement and commitment from committee; effective action plan and review process.
			<ul style="list-style-type: none"> Analyse the latest wellbeing survey data and develop an action plan with RTL B support, to deal with any issues that arise from the survey 	<ul style="list-style-type: none"> - Review the action plan, with relation to the latest wellbeing survey 	<ul style="list-style-type: none"> Findings from the wellbeing survey show increased student and staff wellbeing.
			<ul style="list-style-type: none"> -BoT review and strengthen relevant policies -Principal and staff review and develop relevant procedures 	<ul style="list-style-type: none"> -Policies are implemented. -Staff follow policies and procedures. 	<ul style="list-style-type: none"> -Policies and procedures are regularly reviewed and updated to respond to feedback and data.
			<ul style="list-style-type: none"> - Review success of Induction plan 	<ul style="list-style-type: none"> -Review success of Induction plan 	<ul style="list-style-type: none"> New staff report a

					meaningful induction process.
<p>Success Measures: Teacher discussions, reflections, observations; appraisals; tracking incident data and cohorts; parent survey; student self-review and consultation; Wellbeing @ School survey (and repeats as recommended) by staff and students to determine how we are doing to create a safe and caring environment. Parents have clarity with RP and our behaviour management procedures. Students are trained and supported in their role to be effective as Peer Mediators in the playground, develop a group of children who are trained as peer mediators in the classroom.</p> <p>Personnel: Staff, Students, Parents, RTLB's, experts in Restorative Practice, Peace Foundation (Cool Schools), Zones of Regulation and Mindfulness. Well-being Committee, BoT</p>					
Strategic Goal	Initiatives	Current	2019	2020-2021	How will we know?
 <p>2. Increasing educationally powerful connections and relationships</p>	<p><i>a) We will strengthen whanau and community partnerships.</i></p> <p>Whanaungatanga</p>	<ul style="list-style-type: none"> -Class DOJO; Facebook page -Meet the Teacher meetings at the beginning of the year. -Parent consultation -70 - 80% attendance at 3-way conference times (others are made-up later) 	<ul style="list-style-type: none"> -Identify strategies to strengthen whanau and community partnerships and develop a school engagement plan (<i>see ALL rubric 4: 'How well does our school consult with and involve parents'</i>) -Invite and encourage parents to joint activities and interventions that support student learning -Have a school picnic early in Term 1. 	<ul style="list-style-type: none"> -Review school engagement plan to create sustainable partnerships. -Parents are aware of the powerful impact they can have on their child's learning -Strengthen parental engagement to support student learning (<i>research tells us that this can have a powerful impact</i>) 	<ul style="list-style-type: none"> -Improved attendance rate with reduced unjustified absences. -Positive reports from teachers and parents of partnerships. -Parents are engaged in learning conversations. -Our tūrangawaewae is embraced – personal, local, environmental and bicultural aspects are evident in our class programmes and school wide activities.
	<p><i>b) We will develop a culturally</i></p> <p>Whanaungatanga</p>	<ul style="list-style-type: none"> -Our Kapa Haka group has been well established and supported. We initiated the local schools' festival in 2015. 	<ul style="list-style-type: none"> -Use the Hautū tool, Ka Hikitia and hui (T3 2019) responses to identify priorities for development, then develop an action plan 	<ul style="list-style-type: none"> - Embed the Hautū tool, Ka Hikitia and hui responses to identify 	<ul style="list-style-type: none"> There is a culturally responsive curriculum that supports Maori achievement, equity and

	<p><i>responsive curriculum to enable equity and excellence for all.</i></p> <p>Whanaungatanga</p>	<p>-The Board and staff identified this aspect as an area to improve on and discussed this during our 2017 ERO review, so it was recommended as an area of focus: <i>We want to better understand the stories / kōrero pūrakau of our land, and integrate these into our programme.</i> We have employed Charlene Morunga to teach Te Reo to our students and teachers 4 days each term and also to help with the Kapa haka group</p>	<p>-We will be hosting the Te Whanga Kapa Haka Festival this year.</p> <p>-Establish an advisory panel of parents / locals / experts (incl. Kaumatua), to assist and advise (develop protocols)</p> <p>-Connect with and seek advice from our school and our new Principal and kaumatua with this initiative.</p> <p>Continue to build our Te Reo and awareness of culture and obligations under the Treaty of Waitangi</p>	<p>-Ongoing whānau group meet to support development of a culturally responsive curriculum</p> <p>Management team to develop stronger connections with Whanua</p> <p>Continue to build our Te Reo and awareness of culture and obligations under the Treaty of Waitangi</p>	<p>excellence for all</p> <p>-BoT actively uses the 'Hautu' tool.</p> <p>-Students can retell the stories / kōrero pūrakau of our land. They are understood and integrated into our programme.</p>
<p>Success Measures: 100% of parents signed on and use class DOJO; parents respond appropriately to Facebook posts; see a shift from 70-80% to 100% attendance at Hopes and Dreams and 3-way conferences; parent survey (feel empowered to support their child's learning; well informed; knowledge and perspectives respected, valued, integrated; highly engaged); links with Wellbeing @ School survey; review effectiveness of school engagement plan – what opportunities have been offered? Maori whānau group established and meet; staff appraisals – support initiatives and increased teacher engagement with whānau, especially for priority students; increase in student achievement data – teachers clear on achievement expectations and systems of tracking and monitoring progress.</p> <p>Personnel: Staff, Students, Parents, Advisory Panel/Whānau group, BoT, kaumatua – Kim Tito</p>					
	<p><i>a) We will lift achievement in Mathematics</i></p>	<p>-Gathering data about how effective our Maths PD has been so far, especially in Y4-8 discussions with Maths advisor, and her modelling best practice.</p>	<p>-Continue into the second year of our PLD contract integrating Mathematics and Digital Fluency. A collaborative action plan will be developed with our facilitators, as well as a</p>	<p>-Continue to follow action plan and review effectiveness</p> <p>-We will have a Marae visit every even year for the whole school</p>	<p>-Achievement levels in Mathematics have lifted and/or accelerated, especially for Y4-8 students</p> <p>-Assessment procedures are reviewed and used</p>

<p>3. Innovative teaching and learning</p> <p><i>Ako</i></p>	<p>Ako</p> <p><i>b) We will build capacity in Digital Fluency</i></p> <p>Ako</p> <p><i>c) We will explore Play – Based Learning</i></p> <p>Ako</p> <p><i>d) We will enhance EOTC & Environmental programmes</i></p> <p>Ako</p>	<p>-Use the (8 strands) reflective questions to support identification of where at & to identify next steps.</p> <p>-DP and Kidspace teacher (Year0-20 share a desire (and local Kindy) to explore the Play – based learning approach. DP Kidspace teacher does readings & uses elements in their current programme.</p> <p>-Our Green-Gold status was reviewed and maintained in 2016. There are actions to consider and plan for such as the re-development of Fern Valley</p> <p>-Enviro Group has been set up this year and is working on trapping, pest identification and planting</p>	<p>curriculum plan. We have applied for more hours to enable us to embed the professional development we have had this year and build best practice.</p> <p>- Have open evenings for parents to share Maths and Digital Fluency learning</p> <p>-Explore and teach the new Technology Curriculum and integrate with Maths and Digital Fluency</p> <p>-Use Mathematics as the context for building teacher and student learner capacity in Digital Fluency.</p> <p>-Develop a collaborative action plan</p> <p>-The Y0-2 teaching space will continue to explore Play-based learning approaches, and attend training in January to support this</p> <p>-Use the Green-Gold 2016 review and update.</p>	<p>-Utilise advisor support</p> <p>-Actively involve students, parents, whanau in the learning journey.</p> <p>- Have open evenings for parents to share Maths and Digital Fluency learning.</p> <p>Embed and teach the new Technology Curriculum and integrate with Maths and Digital Fluency</p> <p>-Continue to explore, experiment and research the Play-based learning approaches.</p> <p>-Y0-2 teachers keep a reflective journal</p> <p>-Share information with parents in a range of ways.</p> <p>-Continue implementing the action plan and review effectiveness</p>	<p>consistently across the school.</p> <p>-Digital technologies are used for effective teaching for powerful learning in Mathematics, and other learning areas.</p> <p>- Play-based learning is becoming embedded in Year 0-2.</p> <p>-The outdoors and our unique environment is actively used as ‘an outdoor classroom’</p> <p>-School participates with community projects, e.g. Bream Head Conservation Trust</p> <p>-Students demonstrate enhanced pride, ownership and sustainability; show initiative and a willingness to be <i>-Kaitiakitanga</i></p>
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<p>Success Measures: 80-90% of students achieving at or above in Mathematics; higher engagement in learning; feedback from advisors/parents; appraisal, Enviro-Group set up, Outdoor classroom developed and in use</p> <p>Personnel: Staff, Students, Parents, Advisory Panel/Whānau group, BoT, Enviro-Group, Bream Head Ranger – Adam Willets</p>					