



Kāwhia Primary School

Strategic Plan 2019-2020
2019 Edition

Board of Trustees 2019



Carey Thom -
Chairperson



Leanne
Apiti -
Principal



Lisa
Panapa -
Secretary



Robyn
Vincent –
Staff
Trustee



Aaron
Greenbank -
Elected
Parent



Callan
Stewart –
co-opted



Tineke
Maoate –
Elected
Parent

Staff 2019

- Staff
 - Teaching Principal: **Leanne Apiti**
 - Kaiako: **Roimata Pikia, Kerry Langdon, Susanne Dimond**
 - Principal Release Teacher: **Susanne Dimond**
 - kaumātua/Kaiawhina: **John Puke**
 - Secretary/Payroll Officer/First Aid: **Heather Sherman**
 - Cleaner/Caretaker: **Robyn Vincent**
 - Teaching Support Staff/Kaiawhina: **Robyn Vincent, Lisa Panapa, Karina Kemp, Ngaire Whitiora**
 - Relieving Teachers: **Kerry Langdon**
 - Kāwhia Learning Centre: **Hayley Galloway**
 - Kāwhia Learning Centre Teacher Aides: **Amanda Puke, Shelley Karipa** (employed by Te Kura)



MA TE HURUHURU
KA RERE TE MANU
ADORN THE BIRD
WITH FEATHERS
SO IT CAN FLY

<http://www.thebigidea.co.nz/>

Our School Mission/Vision

Our school mission/vision is also our school whakatauki

“Kaua e mutu kere noa iho”

which was gifted to the school by kaumātua, Paddy Turnbull, 60 years ago.

He was a very knowledgeable kaumātua who embraced education and was known as a tribal scholar.

KAUA E MUTU KERE NOA IHO

Never cease learning opportunities placed before us. When a child finishes schooling at Kāwhia School, it is not the end of their learning. In fact, learning is a life-long journey but it is important for us to develop and nurture the passion and love for learning at our school so that it will continue when they leave for secondary education

- Never stop learning
- Don't give up – don't let things float away
- Keep trying
- Leave no-one behind
- Do the best you can...always remember

How we will achieve this mission forms the body of this charter and the vision shown in the following word cloud, which was designed after consulting with the whānau.



[illegible]

Developed by
whānau, BOT
and Kāwhia
School
Change Team

Our School Community

The original Kāwhia School opened over 100 years ago. It has been on its current site since the original block was built in 1922 (currently used as the school library).

It is a 'full primary school' catering for Years 1-8 children on the West Coast of the North Island. It is a spacious school with two classrooms operating ~ one English medium and the one Māori medium (Level 1). Tauira (students) leave at the end of Year 8 and in general board to attend secondary school outside of Kāwhia. A small number remain and enrol with Te Kura.

Most of the children come from Kāwhia itself but there is an increasing component of transient families within the school.

The school population is around 50 tauira with 95% identifying with Māori for their ethnicity.

The school fully recognises the historical significance of Kāwhia with Tainui waka's Korotangi featured on the school logo. Te reo me ona tikanga o Tainui me Kāwhia are important in the way our school operates.

Kāwhia School belongs to the Kāwhia Moana cluster consisting of six other rural schools. The children meet regularly for sporting activities and the principals meet twice a term.

A U1 teaching principal leads and manages Kāwhia School, working together with Scale A teachers overseeing two classrooms. They bring with them a collective range of abilities along with support from the board of trustees, kaumātua, teacher aides and kaiawhina as well as support from volunteers.

The school grounds include Te Kura Tiaki Kohungahunga (Kāwhia Early Childhood Centre) which is operated by a separate trust and the Kāwhia Learning Centre, an alternative learning centre for supporting secondary aged students enrolled with Te Kura Correspondence School. The Kāwhia Learning Centre is managed by the Kāwhia School Board of Trustees and employs a teacher for the three days a week the centre is open.

Te Ao Māori

- Kāwhia School acknowledges its responsibility, along with the local community, to foster and nurture Te Reo me ona Tikanga o Tainui me Kāwhia
- Te Reo me ona Tikanga o Tainui me Kāwhia will be incorporated into the teaching and learning programmes through an integrated curriculum.
- The school is a vehicle to pass on local knowledge, histories, traditions and language - the latter will have a major focus on giving the taura the ability to communicate orally.
- The children will learn about the Māori culture of the past, present and hopefully this will help prepare them for the future.
- Local kaumātua and whānau are invited to the school to support the taura and staff with the Māori programme. Tikanga Māori, relevant to Tainui and Kāwhia are reinforced daily by all staff members when relevant and especially during real experiences such as karakia, pōwhiri, poroporoaki, wā kai.
- Kāwhia School offers a Level 1 Immersion class that teaches in 80-100% Te Reo Māori. Upon enrolling, parents inform the school whether they would like their child in the Level 1 immersion class. Ideally the class size will remain around 15-20 taura and there may be a waiting list.
- Our Board of Trustees include five Māori representatives. Kāwhia is in a small community based area so there are unique forms of communication that help keep the school informed about the communities wants. In addition surveys, meetings and newsletters are all utilised to give and receive information and feedback. An emphasis is also placed on whānau communications “kanohi ki te kanohi” whenever possible. Whānau know they can discuss their views and concerns with the tumuaki.



To be encouraged, modelled and explored.

At Kāwhia School we support a holistic approach to teaching and learning. It acknowledges that values and attitudes are integral, to who students are, how they act, how they engage with others, and how they respond to learning experiences. Values and attitudes are inextricably linked to and influenced by culture. Values are deeply held beliefs about what is important or desirable and for Kāwhia School we support a holistic approach to teaching and learning.

Every decision relating to curriculum and every interaction that takes place in school reflects the values of Kāwhia School as they are all integral and influenced by our culture. In action, these values are expected to underpin all that happens in the school.

Kāwhia School values are:



Manaakitia Tou Ao



Manaakitia Ngetehi Atu



Manaakitia Te Taiao



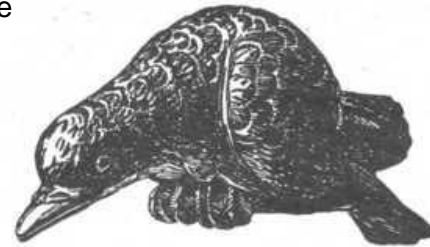
*Placing a high value on working together with a firm belief in the notion of TEAM: **Together Everyone Achieves More!***



Te Āhuatanga o te Tamaiti

The foundation of Te Āhuatanga o te Tamaiti can be found in the school logo and whakatauki “Kaua e Mutu Kere Noa Iho” which counsels us to never cease learning opportunities placed before us. When a child finishes schooling at Kāwhia School, it is not the end of their learning. In fact, learning is a life-long journey but it is important for us to develop and nurture the passion and love for learning at our school so that it will continue when they leave for secondary education. The Korotangi is the sacred bird that guided the Tainui waka to Aotearoa which is an important symbol and treasure for the Tainui people. This reminds us to treasure those things that are precious to us, such as education whether it be at school or from learning from our kaumātua and whānau and to let the education we receive guide us to our potential.

- We can do this by helping our tamariki see their future
- through helping them identify and develop their potential
- through helping them recognise their strengths and weaknesses
- through developing competence in language and culture
- through seeing relevance in their learning
- through the way they need to interact with others
- through developing the skills needed for their future
- through setting short and long term goals



It is our role to ensure we are creating interest

We constantly ask ourselves what can teachers and parents do to nurture their goal and how are we going to raise their own achievements?

Our school whānau also recognise the importance of our tamariki needing a strong identity of who they are and where they come from through learning about whakapapa, whanaungatanga, Tainuitanga and the rich history of Kāwhia.

The following Graduate Profile is in the form of a “Wordle” that compiled all the words expressed at our whānau hui after asking the question: What skills, knowledge and attitude do you want your child leaving Kāwhia School with? The bigger the word, the more it was expressed and so those are the key words to guide us in developing our graduates:

Strategic Plan 2019-2020

Strategic Goals	Annual Plan 2019	Responsibilities	Reporting Timeline
<p>Goal 1: All taurira are able to have real educational success and feel confident in their learning as evidenced by progress in assessment and student voice</p> <p>Achievement Target: That the majority of students are achieving at expected curriculum levels by the end of the year as evidenced by analysed writing samples</p>	<ul style="list-style-type: none"> - Literacy, assessment and Te Reo Māori indepth PLD provided through the Ministry of Education - Continued focus on literacy / te reo matatini - Ensure resourcing encourages learning progressions - Promote student confidence and high aspirations by encouraging them to take risks and challenging themselves - Students who are at risk of not achieving this target will be identified, interventions planned, discussed and monitored regularly by the teachers - Whānau engagement – marau-a-kura, whakamana tamariki, kanohi ki te kanohi (parent interviews), noho, camps and events to strengthen relationships between home and school - Analyse wellbeing@school survey and review areas of development to promote a safe and caring school climate - Kāhui Ako – Writing Achievement Challenge 	<p>Principal, teachers, support staff, whānau</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 4</p> <p>As well as progress reporting for target students at each board meeting</p>

Strategic Plan 2019-2020

Strategic Goals	Annual Plan 2019	Responsibilities	Reporting Timeline
<p>Goal 2: All Tauira are achieving educational success, with pride in their unique identity, language and culture as Māori. Māori succeeding as Māori.</p> <p>Whānau engagement improved through implementation of a combination of culturally sensitive, proven high impact programs</p>	<ul style="list-style-type: none"> - Involvement of kaumātua, community people who have the knowledge to share - Foster improvement of te reo me ona tikanga Māori, Tainui, Kāwhia across the school at the appropriate levels - Continue to immerse Māori identity within and outside of the kura eg poukai, marae, tangihanga, Kai Fest, Matariki, Te Maika, kapa haka performances, manu kōrero - Professional learning development, mentoring, inquiry support from Māori advisers - Engagement with Māori senior adviser - Full participation in Whakamana Tamariki pilot programme (PB4L Tier 1) - Support agencies to be engaged culturally appropriately and have genuine empathy and understanding of student and whānau needs as Māori 	<ul style="list-style-type: none"> - Principal 	<ul style="list-style-type: none"> - Term 2 -

Strategic Plan 2019-2020

Strategic Goals	Annual Plan 2019	Responsibilities	Timeline
<p>Goal 3: All Tauira with additional learning needs are supported to realise their full potential, feel included to participate in and contribute to the school and their community</p>	<ul style="list-style-type: none"> - Our Special needs register will be updated maintained to identify tauira who have learning and behavioural needs - Ensure school and whanau able to access adequate support - Ensure tauira are adequately supported through resourcing, budget and staffing - Continue to work with the Ministry of Education and other relevant groups for students who require additional support and advocacy on their behalf - Funding for assessments to eliminate or identify problems [what are the steps required to support child] - Fully participate in Whakamana Tamariki - Develop intervention programmes/IEPs/action plans with assistance, if required, to create successful learning paths for students with special needs 	<ul style="list-style-type: none"> - Principal with support from Learning Support, Ministry of Education, PB4L team, SWiS, RTLB 	<p>Term 2 Term 3</p> <p>Draft budget November and final budget February following year</p> <p>Term 4</p>

Strategic Plan 2019-2020

Strategic Goals	2019 Annual Plan	Responsibilities	Reporting Timeline
Goal 4: Board continues developing knowledge through Professional Learning (PL)	Attend NZSTA National conference and inschool professional development (eg Whakamana Tamariki, Marau-a-Kura) Specific Board training as required – especially after elections	- BOT	Term 3

Strategic Plan 2019-2020

Strategic Goals	2019 Annual Plan	Responsibilities	Reporting Timeline
Goal 5: All taurira feel happy, safe, respected and included with a sense of mana by holistically committing to and assessing emotional wellbeing	<p>FeelBrave and WellBeing surveys Term 1 and Term 3</p> <p>FeelBrave: 70,000 students (250 schools across 10 countries) already enrolled! Pilot schools current average positive shift of 15% overall in self-confidence, resilience and response-ability!</p> <p>Whakamana Tamariki PLD – schedule regular full staff meetings to reflect on own practice</p> <p>Consider implementing FeelBrave programme</p> <p>Kāhui Ako – Wellbeing achievement challenge</p>	<ul style="list-style-type: none"> - Principal report to students, staff, parents and board 	<p>Term 1 and Term 4</p>

2019 Annual Plan – Target

Curriculum Achievement Target

Curriculum Area: Reading / Korero

Budget:

\$2000 resources

Strategic Goal:

All taura are able to access the New Zealand Curriculum or Te Marautanga o Aotearoa as evidenced by progress and achievement in their learning.

Objectives for 2019: Students will show an increased understanding of how to shape a variety of written texts with greater levels of motivation, success and independence

Target: That the majority of students are achieving at expected curriculum levels by the end of the year as evidenced by analysed writing samples

Background:

2018 end of year data indicated that 19 English medium and 13 Māori medium students were achieving below their expected curriculum levels. Teachers identified that this was an area that they need to inquire into the most.

2019 Annual Plan – Target

Action	Led By	Resourcing	Timeline
Continue to commit to Whakamana Tamariki by attending all PLD sessions, facilitating full staff and whanau hui	Louanna Garmonsway, MOE Andrew RTLB Leanne & Robyn V	\$5000 grant from MOE Includes cost of internal Whakamana Tamariki Administrator	All year
<p>Continue to seek and engage in professional development to improve teacher inquiry capability linked to target, formative assessments to inform teaching.</p> <p>All teaching staff to Writing Book workshop at the beginning of the year.</p> <ul style="list-style-type: none"> - Further unpack during the year - Create professional conversation around the pedagogy of writing from the course - Review and reflect on own teaching practice – consider what would be effective for the students 	<p>MOE provided PLD</p> <ul style="list-style-type: none"> - Literacy/teacher inquiry – Alison Crooks/Pip Newrick <p>Mauri Tu, Mauri Ora provided PLD</p> <ul style="list-style-type: none"> - Te Reo Matatini – Hurae White - Resource Teacher of Literacy – Mary Marhuiss <p>Marau-a-kura/school curriculum development</p> <ul style="list-style-type: none"> - Robyn Hata-Gage <p>Student Achievement Function Practitioner</p> <ul style="list-style-type: none"> - Robyn Roa <p>Whakamana Tamariki (PB4L)</p> <ul style="list-style-type: none"> - Louanna Garmonsway MOE - Andrew Karl RTLB - Leanne Apiti / Robyn V 	Travel and registration fees for external PLD as per budget	All year

2019 Annual Plan – Target

Action	Led By	Resourcing	Timeline
Ongoing review of priority students and reach out for specialist support to assist with planning interventions, when appropriate, to find ways to best accelerate their learning.	PLD providers Support workers Principal Teachers	Shared documents online eg progress graphs, target student reporting, PLD adviser notes, assessment data Time reserved in staff meetings and board meetings and meetings with specialist advisers	All year
Monitor and review all student progress regularly – analyse and moderate writing samples against progressions to build consistency and agreement across teaching staff	Principal Teachers PLD providers	Shared documents online eg progress graphs, target student reporting, PLD adviser notes, assessment data, etap Classroom Release schedule Time reserved in staff meetings and board meetings	All year
Introduce strategies to support home-school learning Eg Marau-a-kura hui, camps and events to strengthen communication opportunities, workshops, parent interviews	Principal Teachers PLD Providers (includes pastoral support for whanau to help remove barriers to student learning and wellbeing)	As determined – eg home kits developed Catering for hui	

2019 Annual Plan – Target

Action	Led By	Resourcing	Timeline
Develop a collaborative inquiry focusing on the needs of priority students and reflecting on the effectiveness of programmes used. This will be conducted via meeting with management, advisers and regular professional learning group meetings.	Alison Crooks/Pip Newrick - Leadership adviser Principal – attend leadership and appraisal coaching course	Time allocated in staff meetings for collaborative inquiry review, discussions and next steps forward. PLD adviser funded by MOE Course attendance costs	All year
Work with staffing and classroom composition to best effect teacher planning and student achievement	Principal Teachers Board of Trustees	Teacher aides/kaiawhina as per the budget Relieving teacher when possible to minimise disruption to learning across school Additional FTTE time – te reo Pakeha, four day split classes	Monitor by term
Monitor and report on progress of transient students to review if we are 'making a difference' for those students	Principal	Online data of student achievement	All year
Development of marau-a-kura/school curriculum will ensure relevant connections are made for our taurira	Robyn Hata-Gage (Kia Ata Mai)	Time allocated for PLD sessions with whole staff, whanau and board members at school. Catering	All year