



# WAIHAO DOWNS SCHOOL CHARTER 2023

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**GROWING FUTURES**  
**KIA PUĀWAI TE PITO MATA**



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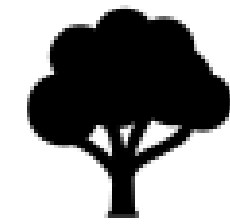


# OUR SCHOOL MISSION STATEMENT



**'Growing Futures'**  
*'Kia puāwai te pito mata'*

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# WAIHAO DOWNS SCHOOL DESCRIPTION



Waihao Downs is a rural primary school located 15 minutes south of the Waimate township on the Hakataramea Highway. It is a full primary school, years 1 through to 8. We are privileged to boast very large spacious playing fields, a bike track and our own school pool. We provide an attractive safe and stimulating environment for staff and students.

The school's roll normally peaks annually between 76- 80 students. Waihao Downs serves the needs of students from mainly farming families from the surrounding district. Our students come from cultural diverse backgrounds. The school proudly stands as the hub of the community.

We have a dedicated, experienced and caring staff who ensure that every student at our school is able to attain his or her highest possible standard of educational achievement. The Davis Learning Strategies pedagogy is used in our classrooms to enhance teaching and learning across all curriculum areas at Waihao Downs.

Our students participate in the local school sporting events and have the opportunity to attend South Canterbury sports events throughout the year. Sport Waimate provide a sports coordinator who delivers programmes using the fundamental skills of sport.

Our school charter outlines our strong commitment to the community that we represent and cater for. We believe that this document captures the true intent of our vision and desire to create a learning environment that ignites the passion and desire to succeed in a changing world.

Kere Adams  
Principal

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# WHAT LEARNING LOOKS LIKE AT WAIHAO DOWNS



Ready to Learn at Waihao Downs

We strive to create an environment and atmosphere that promotes learning and enables our students to become successful future thinkers.

Throughout our school we use the Davis ® Learning Strategies of **Release, Dial, Focus** and **Koosh Ball** in a few specific mental and physical exercises. These exercises are designed to help our children get the most out of their learning. Our goal is that by the time they leave for high school they are self-managing, using these tools so they can excel to the best of their potential in anything they put their mind to.

During the first 2 years of school, as well as the traditional method of learning the alphabet and basic sight words by seeing, hearing and writing (visually and orally), our children learn their letters and words through creating them (kinaesthetically). This means that our children get to make their letters out of clay. Clay letters are fun and reinforce letter formations, fine skills and enable our children to learn how to be focused and refocus for learning. Our junior room also learns their 'basic sight' words using clay.

We provide a "Clay-club" program for children who may require a little extra support to help reading become a positive and successful experience. This is run by a trained in school teacher aide.

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# Waihao Downs School

## Strategic Plan



### Goals

### Initiatives

### Success

#### Connective Communities

Strengthen the connection between the school and the community so that a partnership is developed and is reflected in depth of the community's involvement in their children's achievement.

SG1-1-Promote increased community spirit and parent involvement in the school. Focus on the Goal "The school to be the hub of the community."

SG1-2-Promote effective communication between home and school

Whanau and community are actively engaged in helping children to thrive and prepare them for success in life.

The school and local community continue to collaboratively develop and use the school facilities.

#### Environment

Provide a physically and emotionally safe, challenging and enjoyable learning environment so that the school becomes a launch pad for potential achievement for our tamariki.

SG2-1-Continue to develop a culturally responsive well-being programme through our localised curriculum.

SG2.2-Work collaboratively with all stakeholders to develop safe and enjoyable teaching and learning spaces.

Students and staff are confident and connected learners, fulfilling their potential.

Learners will express their culture and identity in a safe and secure environment.

Students, staff and the wider community benefiting from the enhance environment.

#### Growing Learners

SG2-1-Continue to develop a culturally responsive well-being programme through our localised curriculum  
SG2.2-Work collaboratively with all stakeholders to develop safe and enjoyable teaching and learning spaces.

SG3-1 Implement a curriculum that embraces and embeds local resources, incorporating the local culture and history relevant to the students' lives.

Staff and students are highly skilled learners who explore initiatives and use innovative and collaborative ways to engage, using the Waihao Downs School Curriculum.

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"Growing Futures"







# WHAT WE VALUE AT WAIHAO DOWNS



*To provide children with the skills, values and attitudes they will need to participate in a challenging and ever-changing society as informed, confident and responsible citizens.*

*Embracing our mission statement:*

*Growing futures*

*It is important for the children at Waihao Downs to be involved in rich experiences that will highlight and enhance key skills and attitudes that we believe will be vital for success in their future lives.*

**Waihao Downs** school is proud of its history and traditions. They are what link the present with the past. As we are moving confidently forward into the twenty-first century, we acknowledge the values of the rural community that has traditionally had a strong involvement with the school, shown support for school events and maintained consistent community involvement.



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At **Waihao Downs** School we embrace the New Zealand Curriculum vision for our children.

All children should develop skills that foster and encourage **CONFIDENCE**, be encouraged to develop into **LIFELONG LEARNERS**, be **ACTIVELY INVOLVED** and develop the necessary skills to effectively **CONNECT** and be **CONNECTED** with their changing world.





# GUIDING PRINCIPLES

As a School Community, we Endeavor to:



## Guiding Principles

**Explore** and engage in our local community and beyond by providing all children with a variety of education outside the classroom experiences and linking this to career choices and opportunities.

**Engage** children so that they connect to their community and beyond both physically and digitally to further embrace 21<sup>st</sup> century learning.

**Enhance** our school environment so we are able to continue to provide a learning and physical environment that is physically, emotionally and socially safe for children, staff and focusing on their well-being.

**Encourage** and develop good leaders and role models.

**Ensure** all children are taught the basic fundamental skills in Literacy and Numeracy.

**Embrace** and foster a sense of community by providing opportunities for participation in open days, celebrations, pet days, grandparents day etc...

**As a School Community we Endeavor to:**

**Enable** every child to experience success by providing a rich and full curriculum with creative approaches that provide challenges leading to enhanced learning.

**Effectively** work as a cohesive team with B.O.T, staff, students and families working in partnership.

**Embed** a strong sense of culture in an inclusive environment targeting all learners and their families.

**Establish** opportunities that provide for all students to respect and understand Te Reo and Tikanga Māori in a culturally responsive environment.

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# OUR SCHOOL VALUES

## THE 5 C'S

### Waihao Downs Values

Our aim is to develop learners who live by our chosen school values of...

Our belief is that we should focus on establishing the school-wide learning culture that recognises our values, and promotes good conditions for learning. In striving to achieve this approach, *Waihao Downs School* is focused around 5 keywords that we call the 5 C's. These represent the attributes and qualities we see as the key characteristics of learners. They encompass the Key Competencies, reference the principles and values of the NZC, and include the school-determined values derived from our community, past and present. They will be evident in the school's philosophy, structures, curriculum, classrooms and relationships.



### Considerate

Manawa popore

(Caring, kind and respectful)

### Confident

Māia

(Participate in all aspects of school life)

### Communicator

Matapaki

(speak clearly and listen carefully)

### Conscientious

Manawanui

(Strive to meet your potential)

### Curiosity

Māhira

(Arrive ready to learn and leave knowing more)

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# Recognising New Zealand's Cultural Diversity



## Cultural Diversity

Waihao Downs School acknowledges the importance of developing procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

In recognizing the unique position of Maori culture, Waihao Downs School will take reasonable steps to provide instruction in Tikanga (Maori culture) and Te Reo Maori (Maori Language) for students whose parents request it.

At Waihao Downs School a progressive programme of Te Reo and Tikanga is provided for all students.



## Maori Responsiveness

If a whanau requests a higher level of Tikanga and or Te Reo than is currently provided in our school's Maori Programme, the staff and family will discuss and explore the following options :

- Further explain the existing programmes and content.
- Further extend the existing programme if and as appropriate.
- Combine with a neighbouring school for parts of the day or programme.
- Provide in school support and resources to further enhance inclusion of Te Reo and Tikanga with the child's classroom.
- Explore other schools who may offer programmes closer to the parent's expectations .
- Other negotiated actions.

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# Cultural Diversity at Waihao Downs

## Diverse Learners

**Waihao Downs School** is a community of diverse learners. We have learners from varying cultures (87% NZ European, 8% Maori, 5% Asian) and socio-economic backgrounds, and have children with additional learning and health needs.

Our children benefit from a culturally responsive curriculum. Our aim is that all children who attend Waihao Downs School will develop a sense of connectedness and a strong sense of belonging (whanaungatanga, manaakitanga) to Waihao Downs School with all achieving educational success with pride in their unique identity.



## Celebrating Diversity

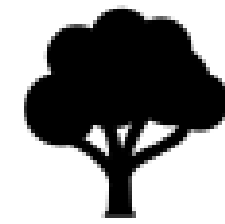
At **Waihao Downs School** diversity is celebrated. We celebrate and work with our diverse student needs as we recognise and nurture everybody's mana. It is important that our children and staff take pride in their identity and culture, but also practise acceptance of differences and practise tolerance and inclusiveness.

Diversity within our school is valued and accepted. All staff work with children to access the resources and external support that our learners might need so that they are supported to reach their full potential in a safe and inclusive environment.

Staff members ensure that all students are treated with respect and dignity, and actively work towards maximising the potential of each student. We recognise our multicultural society by undertaking Integrated Studies encouraging children to share and become involved in the different cultures within the school and wider community.

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# Student Achievement at Waihao Downs



## Student Achievement

At Waihao Downs we use our school Curriculum and Achievement Plan (CaAP) to assist with student assessment. The CaAP matrix is used to establish target key areas of need in the school. The Levels are dictated by the New Zealand curriculum document and are common through the 8 learning areas. As stipulated in the New Zealand curriculum it is very likely that an individual could remain on one level anywhere up to three or four years. We have attempted to stipulate where we want our children to be and will use these to set targets aligned with the New Zealand Curriculum Levels. These are our current goals and may change over time. They may also take time to achieve.

The BOT and Teaching staff do not believe in pushing children to reach Expected Curriculum Levels within their first two years at school. The focus for the first 2 years of schooling is on equipping our children with the tools and ability to be ready to learn. This belief supports the Brainwave Trust Neuroscience and Mindfulness research and aligns with the philosophy behind the Davis Learning Strategies.

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# Waihao Downs School

## Learning Improvement Journeys



Our Learning Journeys are based on the Spiral of Inquiry

### 1. SCANNING

**What's going on for our learners?**

*Finding out what is happening for all learners from their perspectives, and from those of their families and the community.... Evidence based.....Wide perspective.*

### 2. FOCUSING

**Where will concentrating our energies make the most difference?**

*Use the information to identify an area of concentrated team learning and action. May require more information. Builds on strengths and gain clarity on challenges. Team decisions on area of focus.*

### 3. DEVELOPING A HUNCH

**How are we contributing to the situation?**

*Reflecting on deeply held beliefs and the effectiveness of our own practises, checking our assumptions for accuracy before moving ahead.*

### 3. NEW LEARNING

**How and where will we learn more about what we do?**

*Deciding on the support needed and the action.*

### 5. TAKING ACTION

**What we can do differently to make enough of a difference?**

*Implementing new strategies - taking all the stakeholders on the journey, reflect and evaluate the impact as we go.*

### 6. CHECKING

**Have we made enough of a difference?**

*Gather data and evidence to check we have made a difference. Begin to look at what comes next.*

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# Waihao Downs School Annual Plan 2023



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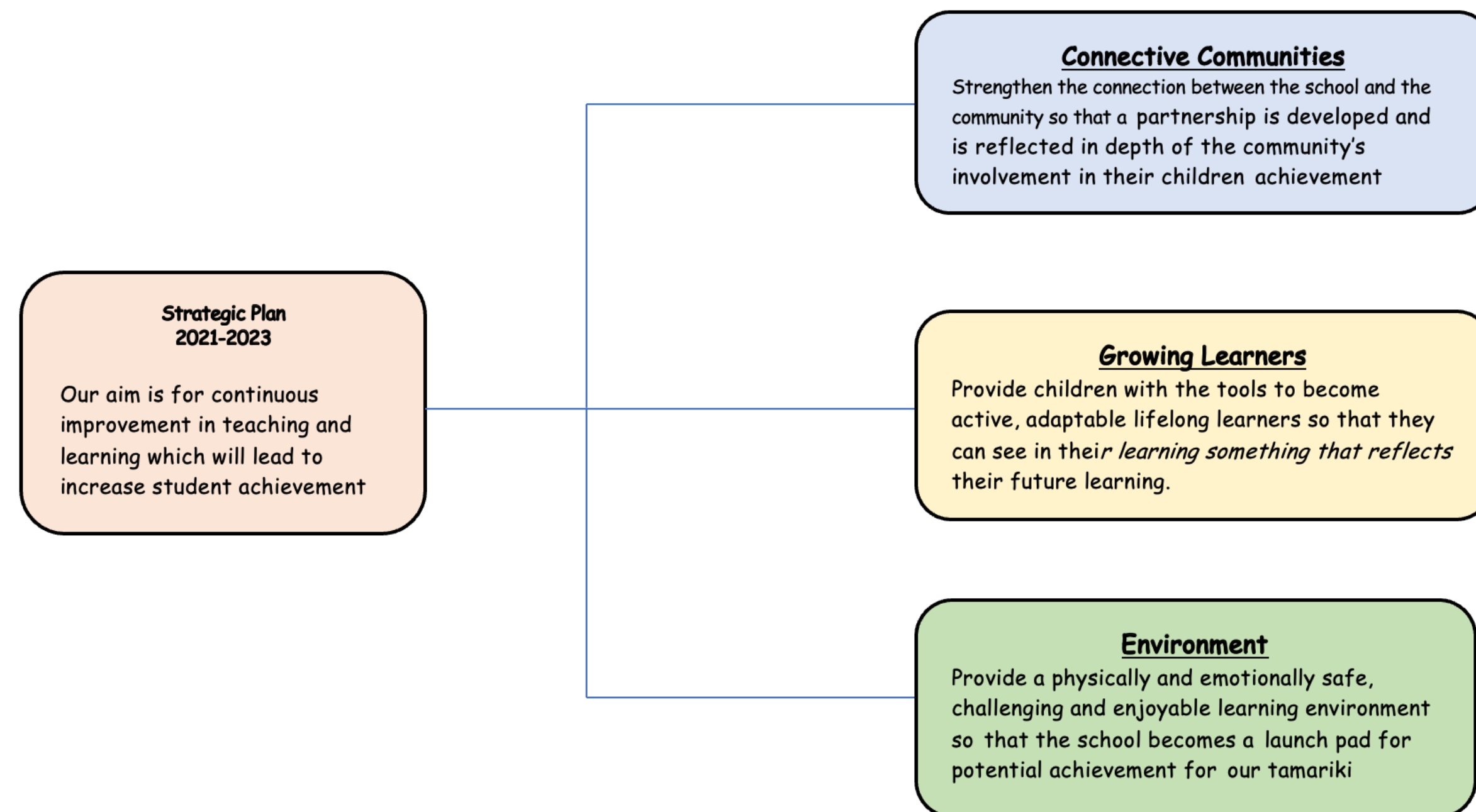


# Growing Futures

Kia puāwai te pito mata



***Through Consultation the Board of Trustees has identified the following Strategic Goals as a shared vision and direction for Waihao Downs School***



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# Reviewing and Reporting Schedule



## Reviewing and Reporting Schedule

	2021	2022	2023
Spiral of Enquiry	<p><u>Literacy and Numeracy based Student Achievement Goals</u></p> <p><b>School Learning Improvement Journeys - Spirals of Enquiry</b></p> <p><u>Meeting the Strategic Goals in our Charter -</u></p> <p><b>Effective School Evaluation- Learner Focused evaluation processes</b></p>		
Review	Mathematics and Statistics	English/Health & PE/ Te Reo	Technology/The Arts/ Digital Technology
Review	NAG 1: Student Achievement NAG 3: Employer Responsibilities	NAG 5: Health and Safety	NAG 4: Resources NAG 2 and 6: Administration and Self Review and Documentation

### Waihao Downs School Self Evaluation Review Tools

*Strategic improvement Journeys based on the Effective School Evaluation (ERO) Learner focused evaluation processes and reasoning*

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## Annual & Improvement Plan continued



### 2023 Waihao Downs School Annual and Improvement Journeys Plan

<b>Actions: Teaching and Learning Goals :</b> <i>To promote quality learning opportunities that enable all children to achieve success</i>	<b>Resources</b>	<b>Responsibility (Who)</b>	<b>Due Date (When)</b>	<b>Success Indicators</b>
<p><b>2023- <u>Reading Improvement Journey- Goals</u></b></p> <ul style="list-style-type: none"> <li>● <b>Use the NZ Curriculum and assessment information effectively to inform teaching and learning programmes and to measure and report student achievement, with focus on progress and adding value.</b></li> <li>● Continue to raise the comprehension level of children transitioning from 'learning to read' to 'reading to learn' (level 21-30 /RA 8.5-11yrs)</li> <li>● Raise the achievement of our year 5 &amp; 6 boys to make accelerated progress by providing an engaging and relevant reading programme</li> <li>● Improve target students progress and achievement in relation to curriculum expectations in <b>Reading</b></li> </ul>	<p>TA funding</p> <p>Structured Literacy Readers</p> <p>The Code-Phonics PLD-Reading Sheena Cameron</p> <p>Magic Belt Series</p>	<p>Teachers and Principal</p>	<p>Mid year</p> <p>End year</p>	<p>Completed Improvement Journey inquiry and presented to the BOT</p>
<p><b>2023- <u>Writing Improvement Journey- Goals</u></b></p> <ul style="list-style-type: none"> <li>● <b>Use the NZ Curriculum and assessment information effectively to inform teaching and learning programmes and to measure and report student achievement, with focus on progress and adding value.</b></li> <li>● Accelerate Tier 2 targeted students requiring remedial writing support from well below &amp; below to below &amp; at by giving them opportunities to explore a variety of text, emphasizing quality over quantity.</li> </ul>	<p>TA funding</p>	<p>Teachers and Principal</p>	<p>Mid Year</p> <p>End of Year</p>	<p>Completed Improvement Journey inquiry and presented to the BOT</p>

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# Annual & Improvement Plan continued



<p><b>2023-Maths Improvement Journey-Goals</b></p> <ul style="list-style-type: none"> <li>● <b>Use the NZ Curriculum and assessment information effectively to inform teaching and learning programmes and to measure and report student achievement, with focus on progress and adding value.</b></li> <li>● <b>Provide All students with Rich Tasks that are relevant to the world around them</b></li> <li>● Embed basic facts knowledge in yrs 1-8</li> <li>● Raise students achievement and engagement through Rich Maths Tasks that are relevant and make connections to our students environments</li> </ul>	<p>Just in Time Maths</p> <p>PLD- Impact Ed</p>	<p>Teachers and Principal</p> <p>PLD Facilitator</p>	<p>Mid year</p> <p>End year</p>	<p>Completed Improvement Journey inquiry and presented to the BOT</p>
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## Annual & Improvement Plan Continued

Actions:	Resources	Responsibility (Who)	Due Date (When)	Success Indicators
<p><b>2023-<u>Connected Community Improvement Journey</u> -</b> <input type="checkbox"/></p> <p><b>Goals</b>  <i>Strengthen the connection between the school and the community-</i></p> <p><i>Strengthen the connection between the school and the community so that a partnership is developed and is reflected in the depth of the community's involvement in their children's achievement.</i></p> <ul style="list-style-type: none"> <li>Promote increased community spirit and parent involvement in the Waihao Downs district. Focus on the Goal <i>"The school to be the hub of the community"</i></li> <li>Continue to promote effective communication between home and school.- <i>HERO to be used to effectively communicate with the parent/whanau community</i></li> <li><i>Effectively use the School's Website to communicate with parents..</i></li> </ul>	Learning Space	BOT Principal Teachers PTA	September  December	Completed Improvement Journey inquiry and presented to the BOT
<p><b>2022-<u>Learning Environment Improvement Journey</u></b></p> <p><b>Goals</b>  <i>To provide a physically safe, challenging and enjoyable learning environment</i></p> <p><i>Provide a physically and emotionally safe, challenging and enjoyable learning environment so that the school becomes a launch pad for potential achievement for our tamariki</i></p> <ul style="list-style-type: none"> <li>Nurture and foster student and staff wellbeing/hauora (Imbedding school values – underpinned by five ways to well-being)</li> </ul>		BOT Principal PTA Logic Group MOE-SSL	April  September  December	Completed Improvement Journey inquiry and presented to the BOT Administration building completed

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# Annual & Improvement Plan continued



<ul style="list-style-type: none"> <li>● Embed consistent and fair schoolwide Positive Behaviour practices</li> <li>● Develop a culturally responsive well-being programme through our localised curriculum</li> <li>● Work collaboratively with all stakeholders to develop safe and enjoyable teaching and learning spaces.</li>   <li>❖ Replace the log burner in Block A (Pihinga and upgrade all windows in Block A, B and Administration area to double glazing.</li> <li>❖ Upgrade of Court Area , playground, entrance and signage.</li> <li>❖ New administration building to be built by the MOE. (Sewage &amp; Water Upgrade included)</li> <li>❖ Reroof of Library</li> <li>❖ Upgrade the Block A - Toilet block/Wet area</li> </ul>	<p>10YP property funding</p> <p>5YA</p> <p>MOE funding Unforeseen Funding PTA funds</p>			
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<p><b>2022- Growing Learners Improvement Journey Goals</b>  <i>To provide children with the tools to become active, adaptable lifelong learners.-</i></p> <p><i>Provide children with the tools to become active, adaptable life long learners so they can see in their learning something that reflects their future learning</i></p> <ul style="list-style-type: none"> <li>● <b>Implement a curriculum that embraces and embeds local resources, incorporating the local culture and history relevant to the students’ lives.</b></li> <li>❖ <b>All teachers to be actively involved in reviewing and planning the school curriculum.</b></li> <li>❖ <b>Continue to build on the student Leadership programme.</b></li> <li>❖ <b>To reinforce the schools values of the “5 Cs” – Equipping children with the skill set needed to have positive social interactions</b></li> <li>❖ <b>To reinforce the Waihao Downs School “Ready to Learn” tools (based from the Davis Learning Strategies)</b></li> <li>❖ <b>PLD for Digital Technology and our Localised Curriculum.</b></li> </ul>	<p>COL</p> <p>Waihao/ Wainoni- Project</p> <p>PLD Funding</p> <p>Funding Student Leadership</p>	<p>Principal Teachers Support Staff Students</p>	<p>June</p> <p>November</p>	<p>Completed Improvement Journey inquiry and presented to the BOT</p>
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# BOT Annual Agenda 2023



Meeting Date	Student Learning	Strategic	Special Presentation	Policy	Board Administration	Board Assurance	Other
<b>Term 1</b> 15 Feb 2023	Approval Student Learning Journeys	Strategic Plan Connect Communities, Growing Learners and Learning Environment Plans		Legislation Enrolment Uniform/Dress Code Official Information Requests Student Attendance Privacy	-BOT Chair Election -BOT Responsibilities	Risk Management (see Review Schedule and Board Assurances)	School starts 31 Jan TOD- 30 Jan
<b>22 Mar</b> 2023	Maths Learning Journey progress		Curriculum Review Mathematics and Statistics		-Analysis of Variance	EEO Healthcare School Planning and Reporting	3 Way Conferences
<b>Term 2</b> 10 May 2023	Reading Learning Journey progress	Strategic Growing Learners	Waimate Kahui Ako (COL) report	EOTC Planning and Review  EOTC Risk Management  EOTC Coordinator	BOT PD- TBA	Digital Technology & Cybersafety Computer Security & Cybersecurity Health Education	
<b>14 June</b> 2023	Writing Learning Journey	Strategic Learning Environment goal	Learning Languages- Te Reo Maori	EOTC External Providers  EOTC Staff Competence  EOTC Event Categories  EOTC Communicating with Parents		Child Protection Abuse Recognition & Reporting Evacuation/ Emergency Kits & supplies Monitoring & Auditing School Bus	
<b>Term 3</b> 11 Aug 2023	Mid year Data-Writing, Reading, Maths Learning Journey progress	Strategic Connected Communities goal	- Mid year Report Waimate COL Report	Inclusive Education Recognition of Cultural Diversity Maori Education Success		School Swimming Pool Safety Management System/ Worker engagement,	

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# BOT Annual Agenda 2023 Continued



						Participation and Representation & Searches, surrender, & Retention of Property	
<b>13 Sept 2023</b>				Learning Support Coordination Identify learning Support Gifted Learners	-BOT succession planning Enrolment zone (out of zone allocation 2023)	Physical Restraint Stand down, suspensions Exclusions	Student led Conferences
<b>Term 4 1 Nov 2023</b>		Connected Communities, Growing Learners and Learning Environment goals	Waimate Kahui Ako (COL) report	Student Achievement Information Home Learning Distance Learning	-Consultation of parent /Maori / students -COL Draft budget set	Safety Checking Principal PGC Provisionally Certificated Teachers Rego, Certification & Police Vetting Appointments Procedures	Sports Challenge (PTA) Oct
<b>6 Dec 2023</b>	Monitoring and Evaluating Learning journeys – set next year's goals	Monitoring and evaluating Strategic Improvement Journeys; set 2023 goals	SENCO Report	Religious Instruction/Education  Health Education	Budget Approved School Dates 2023  Draft Charter and Analysis of variance 2023	School Donations Length of School Year Evacuation/Emergency Kits & Supplies Expenditure Monitoring and Auditing School Bus	Last Day of School 15 December ½ day





## **Ratification**



### **Ratification**

The charter will be submitted to the Ministry of Education by 31st March each year.

This charter was ratified by the Board of Trustees on 22nd March 2023.

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# Analysis of Variance



# Waihao Downs School

# Analysis of Variance 2022

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# Analysis of Variance



<b>Environment Improvement Journey 2022</b>			
Provide a physically and emotionally safe, challenging and enjoyable learning environment <i>Kia manahuau kia kakanui ka akoka</i>			
<b>Actions (What did we do?)</b>	<b>Outcomes (What happened?)</b>	<b>Reasons for the variance (Why did it happen?)</b>	<b>Evaluation (Where to next?)</b>
<p><b>1</b></p> <p><b>Develop a culturally responsive well-being programme.</b></p> <p><b>Nurture and foster student and staff wellbeing/ hauora )Imbedding school values- underpinned by five-ways to well-being</b></p>	<p>Culturally responsive well-being programme- To be developed along with the new Health &amp; Sexuality Curriculum -2023</p>	<p>Staff need time to become familiar with the new curriculum</p>	<p><b>To upskill staff with new curriculum - Using PLD and resources from the MOE and MOH</b></p>

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# Analysis of Variance



<p>2</p> <p><b>Embed consistent and fair schoolwide Positive Behaviour practices</b></p>	<p>Staff follow the Behaviour Management procedure- All incidents are recorded on HERO</p>	<p>Teacher are able to track students behaviour in the SMS</p> <p>PD has cemented the behaviour management procedures</p>	<p>Continue to upskill as required.</p> <p>Use SMS to track behaviour</p> <p>Continue to promote Positive Behaviour across the school</p>
<p>3</p> <p><b>Work collaboratively with all stakeholders to develop safe and enjoyable teaching and learning spaces.</b></p> <p><b>New administration building to be built by the MOE.</b></p>	<p><b>Kere/ BOT</b></p> <p>Plans on hold while a new sewage and water systems are investigated.</p> <p>The current systems are not fit for purpose</p>	<p>Submissions made in regards to the upgrade of the sewage and water systems- MOE approved plans</p>	<p><b>End of 2022-Ongoing</b></p> <p>The Administration plans are still on hold while the sewage and water upgrade are completed. The natural flow sewage system is now fully functional and was completed in Jan 2023. A temporary water system has been installed and plans are underway for a new system to be installed in 2023</p> <p>The project manager is sourcing information for the Admin build that will give us a building fit for purpose. We hope that the building will go to tender at the beginning of 2023</p>

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# Analysis of Variance



<p>4</p> <p><b>Reroof of Library</b></p>	<p><b>Deferred to 2023</b></p>	<p>Projects on hold in 2022. BOT are wanting to project manage the reroofing to save money that can be used in other areas of the school.</p> <p>Small Schools project has to be completed before roof can be started</p>	<p><b>Reroofing will go ahead in 2023- The Small Schools Project will</b></p>
<p>5</p> <p><b>Upgrade the Block A - Toilet block/Wet area</b></p>	<p><b>Deferred to 2023</b></p>	<p>Project on hold in 2022</p>	<p><b>Ongoing 2023</b></p>





# Analysis of Variance



<b>Connected Communities Improvement Journey 2022</b> Strengthen the connection between the school and the community <i>Whakakahakia kā honoka i waekanui i te kura me te hapori</i>			
<b><u>Actions (What did we do?)</u></b>	<b>Outcomes (What happened?)</b>	<b>Reasons for the variance (Why did it happen?)</b>	<b>Evaluation (Where to next?)</b>
<b>1</b>  <b>Promote increased community spirit and parent involvement in the district. Focus on the Goal "The school to be the hub of the community."</b>	The following community -Working Bee -Sports Challenge -Sports Events -Prize giving -School Trip -Whanau Hui & -Literacy Evenings (COL)	After two years of COVID restriction involvement from the school community has increased.	Continue to promote the school at the hub of the community - Planning to include Parent/whanau involvement at school events.

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# Analysis of Variance



<p>2</p> <p><b>Continue to promote effective communication between home and school. Introducing HERO to the parent community at the beginning of 2022. Effectively use the School's Website to communicate with parents..</b></p>	<p>The website has been upgraded and up to date information put on regularly.</p> <p><b>HERO-</b> We have introduced the school community this term and our reports will go live on the 13 December. As of 2023 all messages will be through <b>HERO</b>.</p>	<p>Working with a web developer to upgrade the website.</p> <p>This new school management system has been a positive attention for the school. Parents are receiving reports via on line and these will show progress over time.</p>	<p>Continue to add relevant information to the website and promote this through our newsletters.</p> <p>As staff become familiar with HERO we will introduce other features including community notices, class notices and staff notices. Goal setting, Bookings for interviews.</p>
<p>3</p> <p><b>Provide an induction programme for new parents to the school.</b></p>	<p>This hasn't happened but PTA will be encouraged to host at least two afternoon meet and greets if we have new parents at school. Especially people who have moved into the district.</p>	<p>Covid and other illnesses continued to impact our school community.</p>	<p>Continue to promote the PTA in our newsletter, Facebook and on our website.</p> <p>PTA providing information for school newsletters</p>

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# Analysis of Variance



## Growing Learners Improvement Journey 2022

Provide children with the tools to become active, adaptable lifelong learners.

*Whakatinanatia he marautaka ā-rohe*

<u>Actions (What did we do?)</u>	Outcomes (What happened?)	Reasons for the variance (Why did it happen?)	Evaluation (Where to next?)
<p><b>1</b>  <b>Implement a curriculum that embraces and embeds local resources, incorporating the local culture and history relevant to the students' lives.</b></p>	<p>Teachers worked with the facilitator from ImpactEd to begin the journey of localising our school curriculum. The Maths, Te Reo and Literacy curriculum were reviewed and have been rewritten to reflect our local area.</p>	<p>PLD was secured via MOE funding.</p> <p>We identified the need to establish a localised curriculum that reflects our local area.</p>	<p>Continue to review our school curriculum with the remaining subjects, ie. Science, Social Science, Technology, Art to reflect our local area.</p>

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# Analysis of Variance



<p>2</p> <p><b>All teachers to be actively involved in reviewing and planning the school curriculum.</b></p>	<p>Teachers have been involved in PLD for the localised curriculum. This will be ongoing in 2023 with the roll out of the Curriculum refresh. Teachers will read the Aotearoa Histories of NZ during the holidays and this will be incorporated into our planning</p>	<p>We recognise the need to develop a rich localised curriculum that students can identify with.</p>	<p>This will be ongoing in 2023 with the roll out of the Curriculum refresh. Teachers will read the Aotearoa Histories of NZ during the holidays and this will be incorporated into our planning</p>
<p>3</p> <p><b>Continue to build on the student Leadership programme.</b></p>	<p>The Leadership programme is more robust. The school has two sports leaders and five school leaders that have responsibilities.</p>	<p>We recognised that our senior students needed to be encouraged to step up and take on responsibilities within the school</p>	<p>The leadership programme needs to be developed further.</p> <p>Kahui Ako - Combine with other school to promote leadership in our senior school</p> <p>Leaders to promote the 5C's</p> <p>In 2023 student leaders will take part in a leadership course.</p>

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# Analysis of Variance



<p>4</p> <p><b>To reinforce the schools values of the “5 C’s” Equipping children with the skill set needed to have positive social interaction</b></p>	<p>Our school values were revised during our PLD sessions. Student voice was gathered and the goals were defined to reflect our learning environment and students' understanding. Our Values are displayed in all classes.</p>	<p>Worked collaboratively to update our 5C’s into Kids speak so that they have a better understanding of our values and how they relate to them</p>	<p>Complete the poster to display throughout our school</p>
<p>5</p> <p><b>To reinforce the Waihao Downs School “Ready to Learn” tools (based from the Davis Learning Strategies)</b></p>	<p>Continue to use the tools throughout the school</p>	<p>Teacher incorporating into the daily routine and the release strategies are used when teachers are dealing with behavioural issues</p>	<p>This is ongoing .</p>

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# Analysis of Variance



## Maths Improvement Journey 2022 – Spiral of Inquiry

<b>Strategic Aim</b>	<b>To provide learning opportunities that enable All students to achieve success.</b>
<b>Goal 1</b>	<b>By the end of 2022 All yr 5-8 students will show an upward shift in sublevels in the maths curriculum</b>
<b>Goal 2</b>	<b>Continue to focus on basic facts knowledge in yrs 1-8</b>
<b>Goal 3.</b>	<b>All Maori students will show an upward shift in sublevels in the maths curriculum</b>

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# Analysis of Variance



## Analysis of 2022 Maths Data.

### **Analysis**

**Gender EOY:** Girls in the below category for maths (22% 9/41) less than a third are higher compared to boys in the same category (13% 4/30) Boys represent (10% 3/30) in the below category. In the at and above category boys (77% 23/30) and girls (78% 32/41) are performing evenly.

**Māori EOY:** In Maths more than half of Māori students are 'at' (60% 3/5) slightly higher than European students working 'at' (52% 33/64) However Māori students working below (40% 2/5) are more than 1/3 higher than European Students (14% 12/ 64).

**Year Levels:** Year 3 - 8 students achieving 'at' ranges between 56 - 84%. A third (35% 16/45) of all students from Yr 3 - 8 are working below or well below expectations in maths. Students in Year 4 and 8 respectively are represented in the well below (18% 3/17 )

### Analysis of Variance

78% ( 55/71) of students are working 'at' or above curriculum expectations. Of the 55 students that have been identified as working 'at' or above curriculum expectation there are 32 girls and 23 boys. 23% (16/71) are below or well below. The make-up of this group are as follows; 13 students working below, 9 girls – 2 who started at WDS during the year from another school and 4 boys. Of these 4 boys, 1 started at WDS during the year, 2 are tier 2 students, 1 student with a record of truancy. 10% 3/30 of boys are well below curriculum expectations. Of these boys 1 student with a high record of absences and 2 students are identified as tier 2 students. They have shown some progress within the curriculum level they are working at.

There has been an upwards shift in our Maths results from  
EOY 2021 - 70%  
Mid Year 2022- 77%  
EOY- 2022 - 78%

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# Analysis of Variance



## What contributed to these results?

Current interventions / approaches in mathematics across the schools include... -

- Learning Support Coordinator support
- Teacher Aide Support
- ILP with specific goals in maths for each student.
- Weekly basic facts in homework
- ALIM
- Specific teaching of skills and knowledge followed by repeated practice
- Hands on activities to support learning of new concepts
- Rich tasks to encourage deeper thinking and encouragement to share thinking, extend learning and verbalise strategies and knowledge.
- Deeper questioning to extend learning and verbalise strategies and knowledge.
- Mixed ability grouping- giving students the opportunity to “teach and explain.”
- Differentiate programmes to meet the needs of students
- Use small groups for target teaching of concepts and strategies
- Junior school, apps on ipads to support maths learning and skills.

## **Indicators – students making progress but not meeting Curriculum Achievement levels (Below and Well Below)**

- Some of our below/well below students have identified learning needs.
- Low attendance is also a factor for some of these children
- Kaiako has expressed more support required in the teaching of maths – An area teachers would like to continue to develop and focus on.

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# Analysis of Variance



## Reading Improvement Journey 2022 – Spiral of Inquiry

<b>Strategic Aim</b>	To provide learning opportunities that will enable all children to achieve success.
<b>Goal 1</b>	To ensure all students make progress and achieve success in Reading.
<b>Goal 2</b>	Continue to raise the comprehension level of children transitioning from 'learning to read' to 'reading to learn' (level 21-30 /RA 8.5-11yrs)
<b>Goal 3</b>	Raise the achievement of our years 4 and years 8 boys for 2021.
<b>Goal 4</b>	Provide an engaging and relevant reading programme for all Maori students.
<b>Goal 5</b>	Continue to embed Structured Literacy across the school

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# Analysis of Variance



## **Analysis of 2022 Reading Data**

**Gender: EOY 2022-** Girls in the 'at' and above category are shown (90% - 37/41) compared to boys in the 'at' and above (74% - 22/30) however, in the below and well below boys have a higher percentage represented (26% 8/30) compared to girls (10%- 4/41).

**Māori EOY 2022-** More than half of Māori students are represented in the 'at' category (60% -3/5). In the below and well below Māori students are shown as (40% 2/5) compared to European Students (16% 10/64). The well below Māori students are tier 2 students. 1 of these students has advanced 7 reading levels from the beginning of the year and continues to make progress.

**Asian:** There are 2 identified Asian students at school, 100% of these are reading 'at' and above the expected curriculum levels

**Year Levels:** In the Year 4 cohort there is a slight decrease of students in the below and well below (50% 7/14 mid-year data compared to 42% 5/12 EOY data) 1 student has moved from well below to below and 2 students has moved from below to 'at'. Of this cohort girls represent (20% 1/5 compared to boys who represent 80% 4/5) working at below and well below. All students working at below and well below have continued to make progress moving up 4 to 7 reading levels in 2022.

## **Analysis of Variance.**

83% (59/71) of students are working 'at' or above expected curriculum expectations. Of the 21 students that have been identified as working above curriculum expectations there are 5 boys and 16 girls.

17% (12/71) of students are below or well below. The makeup of these groups are as follows; 8 students below ( 4 girls - 1 of which started at WDS during the year from another school and is a tier 2 student and 4 boys) All students continue to make steady progress.

There are 4 students working at well below (4 boys, 2 Māori and 2 NZ- European boys- all identified as Tier 2 students, 1 of the boys started at WDS in Term 2.)

## **There has been a consistent upward shift in our Reading results**

EOY-2021- 70%

Mid Year- 2022- 79%

EOY- 2022- 83%

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# Analysis of Variance



## What contributed to these results?

Current interventions / approaches in reading across the schools include... -

- Learning Support Coordinator support
- Structured Literacy
- Better Start Literacy Approach - Kakano
- Teacher Aide Support
- Specialist Literacy Teacher Support - RTIiT Support
- Reading Eggs for Kakano and Pihinga and some Rakau students
- Magic Belt series for older struggling readers on a daily basis

Indicators – Extenuating circumstances - students making progress but not meeting Curriculum Achievement levels (Below and Well Below)

- A number of below/well below students have learning needs and are tier 2 students. They continue to make progress as part of their Individual Education Plan.
- Low attendance is also a factor for some of these children (unjustified attendance)
- A large number of students absence because of illness/COVID
- Lack of engagement from home for some students

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# Analysis of Variance



## Writing Improvement Journey 2022 – Spiral of Inquiry

<b>Strategic Aim</b>	To provide learning opportunities that will enable all children to achieve success.
<b>Goal 1</b>	<b>“Success for Boys” writing programme to engage and raise the level for all boys in Years 5 - 8.</b>
<b>Goal 2</b>	<b>Accelerate Tier 2 targeted students requiring remedial writing support.</b>
<b>Goal 3</b>	<b>Accelerate all Maori students to At or Above in writing.</b>

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# Analysis of Variance



## Analysis of Writing Data 2022

### Analysis

**Gender: EOY:** There is a higher percentage of boys in the below and well below (43% 13/30 boys) compared to girls in the below and well below (13% 5/41 ) less than one quarter of all girls. There is a greater representation of girls (87% 36/41) more than half in the 'at' and above category for writing compared to boys (57% 17/30) just over half of all boys at Waihao Downs School are working 'at' and above.

**Māori: EOY:** Over half of the Māori students (60% 3/5) are in the below category for writing compared to European students (15% 10/64) which represent less than a quarter of all European students. Māori students are not represented in the well below category compared to European students 7% (5/65) . 40% 2/5 of Māori students are consistently working 'at' in writing.

**By Year Level:** In writing from year 4 to 7, ( 44% 17/39 ) students are working below or well below compared to students working 'at' (56% 22/39) in years 4 to 7. Just over a quarter (28 % 18/64) of all students from years 1 to 8 are working below or well below compared with (84% 54/64) of students working 'at' or above.

### Analysis of Variance

75% ( 53/71) of students are working 'at' or above curriculum expectations. Of the 53 students that have been identified as working 'at' or above curriculum expectation there are 36 girls and 17 boys. 25% (18/71) are below or well below. The make-up of this group are as follows; 13 students working below (4 girls – 1 of which started at WDS during the year from another school (tier 2 student) and 9 boys) Of the 9 boys 2 started at WDS during the year and are tier 2 students, 1 student with a record of truancy, 6 boys that are tier 2 students who have shown progress either within the curriculum level they are working at or moving up a level. 3 of these boys are Māori.

### There has been a consistent upward shift in our writing results from:

Mid year 2021- 58%

EOY 2021- 68%

Mid Year 2022- 71.5%

EOY 2022- 75%

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# Analysis of Variance



## What contributed to these results?

Current interventions / approaches in writing across the school include... -

- Learning Support Coordinator support
- Better Start Literacy Approach - Kakano Room
- Teacher Aide Support - 1:1, small groups
- RTIiT Support
- There is a historical trend that some students moving from Year 2 to 3 plateau as there is a difference in expectations due to curriculum levels
- ILP with specific goals
- Lack of engagement from home
- Reading Eggs - Phonics part of a programme assisting with spelling.

## **Indicators -students making progress but not meeting Curriculum Achievement levels (Below and Well Below)**

A number of well below students' have learning needs (tier 2). They continue to make progress as part of their Individual Learning Plans.

Low attendance (unjustified absences are beginning to impact learning for targeted groups of children.)