

WAIWERA SOUTH SCHOOL

Taute
Nurture

Whakamanawa
Inspire

Whanake
Grow

Charter 2023



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Waiwera South School

Our Vision

Nurture, Inspire, Grow

Taute, Whakamanawa, Whanake

Our Values

Respect - For ourselves, our community and our environment.

Responsibility - Towards our learning, actions and decisions.

Honesty - To ourselves and others, with integrity.

Ora - Wellbeing for myself, others and the environment.

Nurture, Inspire, Grow

Taute, Whakamanawa, Whanake



Description of Our School

We are a contributing (year 0-8) school (U1) with a roll of approximately 30 learners. Our school is situated in rural South Otago, 20 kilometres west of Balclutha. The Waiwera South community is made up of farming families and their supporting industries.

We enjoy excellent relationships between our community, staff, Board of Trustees and Parents Plus group. Our parents and community are very supportive of our school.

The children are the centre of everything we do at Waiwera South School. Every effort is made to ensure their time at Waiwera South is both educationally and emotionally valuable, and enjoyable.

Our positive image is founded on exciting, meaningful teaching and learning programmes that are created with the needs of our learners in mind. We are committed to preparing our learners for life after school. Our staff believe their work is the key to a learner's future.

At Waiwera South School we want to look back and acknowledge that the learners we educated were well prepared for the future. We believe in the power of education to transform lives and shape the future. Our dedicated staff works tirelessly to provide high-quality education that supports the academic, social, and emotional growth of each student. We are committed to creating a school community where all students feel valued, respected, and inspired to reach their full potential.

Waiwera South School is an Enviroschool. We ensure that we are incorporating the five guiding principles of; Empowered Students, Learning for Sustainability, Māori Perspectives, Respect for the Diversity of People and Cultures, and Sustainable Communities across our curriculum and embedding them into our learning.

Whāia te mātauranga hei oranga mō koutou, kia Tī Kōuka ai te tu.

Seek after learning for the sake of your well being, aspire to be Tī Kōuka.



WAIWERA SOUTH SCHOOL

Tauti
Nurture

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Grow



Diversity

At Waiwera South School, we believe that diversity is our strength and we strive to create an inclusive environment that celebrates the unique cultural, academic and beliefs backgrounds of all our students and staff. We understand that everyone has something valuable to contribute and we value the diversity of perspectives and experiences that each individual brings to our community. We are committed to providing a safe and respectful learning environment that supports all students in their academic pursuits and encourages them to develop a strong sense of self and respect for others.

When developing policies and practices every endeavour will be made to reflect New Zealand's cultural diversity with a particular focus on the unique position of Māori. Our school curriculum, programmes and practices will foster positive cultural understandings through the involvement of the local Māori community. We will consult with our Māori community and they will be kept informed of Māori achievement. We acknowledge, work with and respect Te Tiriti ō Waitangi. Ka Hikitia is used to inform our practice and we incorporate Tikanga Maori and Te Reo into our teaching programmes. Māori achieving as Māori is at the forefront of all we do and we strive to ensure our students are achieving at their highest level. We have been involved in MAC since late 2021, and through this, we are working to secure a robust culturally safe environment where Māori achieve as Māori. All staff are working towards bettering their own Te Reo Skills and awareness of Te Ao Māori and Tikaka Māori practices.

At Waiwera South School diversity and difference are acknowledged and celebrated in our inclusive school environment. We aim to educate students that are confident in their own identity, language and culture as citizens and residents of Aotearoa New Zealand. We recognise, value and cater for diverse abilities and needs through our special needs, accelerant, enrichment, cultural and ESOL programmes.

- Communication at enrolment with parents and support agencies will provide information about needs to be catered for.
- Information sharing will include families/whanau and staff and will be continued throughout all levels of the school.
- Identification processes are established early each year to enable an inclusive approach for all our programmes.
- The "Needs" registers are frequently updated to ensure all children are catered for regardless of ability or need, being a small school we know our learners well.

Mō tātou mō kā uri e whai ake nei. For us and our children after us.



WAIWERA SOUTH SCHOOL

Tautē
Nurture

Whakamanawa
Inspire

Whanake
Grow



Our Values

We teach and uphold the values of

- Respect - For ourselves, our community and our environment,
- Responsibility - Towards our learning, actions and decisions,
- Honesty - To ourselves and others, with integrity,
- Ora - wellbeing for myself, others and the environment.

We believe in treating all members of our community with dignity and understanding.

We take ownership of our actions and decisions and strive to make a positive impact on those around us.

We are truthful in our interactions with others and act with integrity in all that we do.

We value the well-being of ourselves and others, fostering a positive and supportive learning environment.

These are the core values that underpin our vision: Tautē, Whakamanawa, Whanake. Nurture, Inspire, Grow.

At Waiwera South School we will ensure everyone has the right to grow into their own person - we are there to support them, inspire them in their learning, and aid them along their educational pathway.

To nurture, inspire, and grow our children, encouraging them to reach their full potential. We strive to provide a safe, supportive, and inclusive learning environment where all students can develop their unique talents and skills. By fostering a love of learning, we aim to empower our students to become confident, resilient, and responsible members of their communities.

Whāia te mātauranga hei oranga mō koutou, kia TI Kōuka ai te tu.

Seek after learning for the sake of your well being, aspire to be TI Kōuka.

Section B - Strategic Section - Our Strategic Goals

Waiwera South School Strategic Plan 2023 - 2025

Mission Statement

To provide education of the highest standard, where each individual child's growth and learning is centre. Waiwera South School is a safe nurturing environment in which we work to help each child reach their full potential and develop the skills of being confident lifelong learners.

Values

Respect - For ourselves, our community and our environment.

Responsibility - Towards our learning, actions and decisions.

Honesty - To ourselves and others, with integrity.

Ora - Wellbeing for myself, others and the environment.

Our Vision

Taute Nurture

to tend, look after, foster

Whakamanawa Inspire

to encourage, inspire, give confidence to, stimulate

Whanake Grow

to develop, move upwards, learn, extend

Our Goals

Growing Life Long Learners

- Have a low teacher to student ratio
- Students actively living our school values
- Staff striving for excellence in their teaching
- Growing sound digital and social citizens
- Create risk takers who are engaged, confident, curious, creative, critical, independent learners that achieve to the highest of their ability.
- Smooth transitions to and from Waiwera South School
- Creating resilient and adaptive learners
- Continuing to aim to lift all student achievement
- A strong Kāhui Ako working collaboratively for all ākonga

Maintain Our Strong Community-School Partnership

- Actively seek out the voices of, listen to and engage with our students and community.
- To maintain a strong, cohesive and continued partnership with the local and wider community,
- To care for and maintain our local environment in a sustainable way.
- Celebrate and continue to foster our positive Waiwera South culture
- Collaborating with Parents Plus and other key stakeholders

Maximising Our Environment

- To effectively manage Waiwera South School's finances and resources.
- To have a safe, well maintained and innovative learning environments.
- Promote, enhance and protect our school and community environment.
- To provide and utilise the best learning environment we can.

Whāia te mātauranga hei oranga mō koutou, kia Tī Kōka ai te tu.

Seek after learning for the sake of your well being, aspire to be Tī Kōka.



Strategic Goal One: Growing Life Long Learners

NELP 1,2,3

Objectives	2023	2024	2025
<ul style="list-style-type: none"> - Create independent learners who are risk takers, engaged, confident, curious, creative and critical thinkers that achieve to the highest of their ability. - Ensure all teaching and planning is in line with NELP Objective 1 and 2 - Learners at the Centre, and Barrier Free Access - Have a low teacher to student ratio - Growing capable digital citizens - Continue to provide a safe and inclusive environment where learners are encouraged and supported to be themselves. - Staff striving for excellence in their teaching - Smooth transitions to and from Waiwera South School 	Establish the need, analyse feasibility, and if possible fund extra teaching hours. With respect to community consultation and roll. BoT to provide funding to ensure that student achievement is successful through allowing smaller class sizes and/or class programme adaptations dependent on roll size	<i>Look at roll numbers, establish if there is a need, BoT to provide funding to ensure that student achievement is successful through allowing smaller class sizes and/or class programme adaptations dependent on roll size</i>	<i>Look at roll numbers, establish if there is a need, BoT to provide funding to ensure that student achievement is successful through allowing smaller class sizes and/or class programme adaptations dependent on roll size</i>
	Ongoing implementation of Innovative Learning Practices and Environments. Keeping up with current trends in education. Reviewing these as and when required with our student population.	<i>Ongoing implementation of Innovative Learning practices and Environments. Keeping up with current trends in education. Reviewing these as and when required with our student population.</i>	<i>Ongoing implementation of Innovative Learning practices and Environments. Keeping up with current trends in education. Reviewing these as and when required with our student population.</i>
	All staff to be involved in professional development related to the Charter/SP and personal needs at Waiwera South School. Focus on student agency, utilising technology effectively. Structured Literacy and Maths.	<i>All staff to be involved in professional development related to the Charter /SP and personal needs at Waiwera South School.</i>	<i>All staff to be involved in professional development related to the Charter /SP and personal needs at Waiwera South School.</i>
	Continue to embed Taute, Whakamanawa, Whanake, Nurture Inspire Grow alongside values Local curriculum planning and implementation including the revised digital curriculum.	<i>Continue to embed 'motto', values and vision Continue Local curriculum planning and implementation</i>	<i>'Motto', values and vision and embedded within the everyday practice and learning Continue Local curriculum planning and implementation</i>
	Student agency/engagement embedded into school programme and ethos. Push for desire to achieve at the individual's highest level	<i>Focus on student agency/ engagement and desire to achieve at highest level.</i>	<i>Focus on student agency/ engagement and desire to achieve at highest level.</i>
	MAC programme - developing leadership in order to lead our school effectively into the future, recognise and remove barriers to success for ākonga	<i>Continue learning and putting into practice skills and leadership from MAC - NELP 1-6</i>	<i>Continue learning and putting into practice skills and leadership from MAC - NELP 1-6</i>
	School wide focus on digital citizenship. ensuring students operate in a safe, ethical and kind e-learning environment. Continually refine and review this.	<i>School wide focus on digital citizenship. ensuring students operate in a safe and ethical e-learning environment. Refine and review this</i>	<i>School wide focus on digital citizenship. ensuring students operate in a safe and ethical e-learning environment. Refine and review this</i>
	Ensure that we have a school culture that is safe and inclusive to all, and that diversity is valued and supported. Ensure that processes are in place and we can adapt to work alongside and	<i>Ensure that we have a school culture that is safe and inclusive to all, and that diversity is valued and supported. Ensure that processes are in place and we can adapt to work alongside and</i>	<i>Ensure that we have a school culture that is safe and inclusive to all, and that diversity is valued and supported. Ensure that processes are in place and we can adapt to work alongside and</i>

<ul style="list-style-type: none"> - Work as a cluster of schools and ECE in our Kahui Ako to lift student achievement. - Involvement in MAC utilise this to upskill and improve learning for all 	include any ākonga/kaiako and their needs.	<i>include any ākonga/kaiako and their needs.</i>	<i>include any ākonga/kaiako and their needs.</i>
	Continued engagement with local early childhood centres and high schools to foster relationships to enable student success.	<i>Engagement with local early childhood centres and high schools to foster relationships to enable student success.</i>	<i>Engagement with local early childhood centres and high schools to foster relationships to enable student success.</i>
	Goal setting is established and set up. Students will begin to articulate their own learning and next steps for sustained improvement	<i>Goal setting is clearly established and students are beginning to become more self aware of their own next learning steps to help them improve</i>	<i>Goal setting is clearly embedded and students are able to self monitor their own learning and select the appropriate tools to help them reach them.</i>



Strategic Goal Two: Maintain Our Strong Community-School Partnership

NELP 1,2,3,4

Objectives	2023	2024	2025
<ul style="list-style-type: none"> - To maintain a strong, cohesive and continued partnership with the local and wider community (NELP 1,2,3) - To care for and maintain our local environment in a sustainable way. - Work in conjunction with local community members and industries to make links between school, our community and their future work. (NELP Obj 4 - Future of Learning and Work) - Celebrate and continue to foster our positive Waiwera South culture 	Hold regular events to include the wider community in the life of the school. Using social media e.g. Facebook page for promotion. Website constantly updated and being utilised. Meaningful reciprocal involvement in community initiatives - such as planting, and community garden	<i>Hold regular events that include the wider community in the life of the school. Using social media e.g. blogs, Facebook page for promotion. Website being utilised.</i>	<i>Hold regular events that include the wider community in the life of the school. Using social media e.g. blogs, Facebook page for promotion. Website being utilised.</i>
	- Management will work in partnership with Parents Plus	- <i>management will work in partnership with Parents Plus</i>	- <i>management will work in partnership with Parents Plus</i>
	<ul style="list-style-type: none"> - Aim for 50+ roll - Active preschool programme to engage young families in the school community - School/ promotion and marketing - Waiwera South to be 'school of choice' for locals. 	<ul style="list-style-type: none"> - <i>Aim for 50+ roll</i> - <i>Active preschool programme to engage young families in the school community</i> - <i>School promotion and marketing</i> 	<ul style="list-style-type: none"> - <i>Aim for 50+ roll</i> - <i>Active preschool programme to engage young families in the school community</i> - <i>School promotion and marketing</i>
	- Opportunities for our students to develop their leadership skills.	- <i>Opportunities for our students to develop their leadership skills.</i>	- <i>Opportunities for our students to develop their leadership skills.</i>

<ul style="list-style-type: none"> - Collaborating with Parents Plus and preschoolers as key stakeholders - Actively seek out the voices of, listen to and engage with our students. (NELP Obj 1) 			
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Strategic Goal Three: Maximising our Environment

NELP 1,2

Objectives	2023	2024	2025
<ul style="list-style-type: none"> - To effectively manage Waiwera South School's finances and resources. - To have safe, well-maintained and innovative learning environments. - Promote, enhance and protect our school and community environment. - Actively seek out the voices of, listen to and engage with our students in regard to what they feel would benefit their learning. (NELP Obj 1) - To provide and utilise the best learning environment we can. 	<ul style="list-style-type: none"> - review an annual budget which reflects the school priorities for the year. 	<ul style="list-style-type: none"> - <i>Review an annual budget which reflects the school priorities for the year.</i> 	<ul style="list-style-type: none"> - <i>review an annual budget which reflects the school priorities for the year.</i>
	<ul style="list-style-type: none"> - Strategic succession planning for BoT staff 	<ul style="list-style-type: none"> - <i>Strategic succession planning for BoT staff</i> 	<ul style="list-style-type: none"> - <i>Strategic succession planning for BoT staff</i>
	<ul style="list-style-type: none"> - carry out monthly ground and building checks to ensure a safe learning environment. Make changes where required. Annual school working bee - On-going maintenance of property (buildings). 10YP, 5YA 	<ul style="list-style-type: none"> - <i>carry out monthly ground and building checks to ensure a safe learning environment. Make changes where required. Annual school working bee</i> - <i>On-going maintenance of property (buildings). 10YP, 5YA</i> 	<ul style="list-style-type: none"> - <i>carry out monthly ground and building checks to ensure a safe learning environment. Make changes where required. Annual school working bee</i> - <i>On-going maintenance of property (buildings). 10YP, 5YA</i>
	<ul style="list-style-type: none"> - maintaining the pool and library so the school and the community can utilise both. 	<ul style="list-style-type: none"> - <i>maintaining the pool and library so the school and the community can utilise both.</i> 	<ul style="list-style-type: none"> - <i>maintaining the pool and library so the school and the community can utilise both.</i>
	<ul style="list-style-type: none"> - 5YA project underway - Senior class upgrade and roofing - Ngā Iti Kāhurangi programme - classroom improvement 	<ul style="list-style-type: none"> - <i>Complete /Senior Class upgrade</i> - <i>Focus on our next project??? Internal upgrade? Church refit? Window replacement in Junior Room</i> 	<ul style="list-style-type: none"> - <i>Focus on our next project???</i>
	<ul style="list-style-type: none"> - Make sure the school reflects what the students want/need - continue with a focus on environmental regeneration and Enviroschools. Liaise with students 	<ul style="list-style-type: none"> - <i>Make sure the school reflects what the students want/need. Student liaison</i> 	<ul style="list-style-type: none"> - <i>Make sure the school reflects what the students want/need. Student liaison</i>



Big River Kāhui Ako

What enables and accelerates learners' achievement?

The Big River Kāhui Ako is set in the Clutha District, predominantly clustered between Clinton and Kaitangata, and around the lower Clutha River. It consists of one Secondary School, one Area School, 11 Primary Schools and 7 Early Childhood Centres. Parents and whānau want their children to achieve. They have high expectations of the education community to support rangatahi in achieving their aspirations.

As a Community of Learners we have a long history of collaboration between schools and centres. Our vision has been to raise student achievement through developing engaged active learners. This will continue to be achieved by enhancing effective teaching practice, further developing e-learning and creating strong connections between students, whānau, schools/centres and the wider community.

Our education leaders across the sector meet regularly through the South Otago Principals Association (SOPA), working on initiatives such as the ICT cluster 2004 -2007, the EHSAS initiative 2008-2010, LCN from 2011 - 2014 and the Dairy NZ funding 2016- proposals for families affected by the dairy industry and the OCT Innovation Fund 2020 → There are also primary/early childhood primary/secondary transition groups in the wider Clutha area which meet regularly.

Achievement Challenges (2020)

Wellbeing:

Learners will have a positive sense of identity, belonging, spiritual and emotional wellbeing.

Learner Dispositions:

Our learners will be competent and confident communicators, secure in the knowledge that they make a valued contribution to society.


Learner Efficacy:

Learners will know what they are learning, why they are learning it and what their next steps are.

The Big River Kāhui Ako Achievement challenges fit alongside our school strategic goals and achievement targets

Section C - Annual Section - Annual Plan and Tables

Strategic Goal One: Growing Life Long Learners

 Baseline data: Soft data looking at the move in achievement by analysing the relationship between engagement, ownership of learning and achievement.	Actions:	Monitoring:
Annual Target 1: Continue to work with students to teach them how to make powerful and positive choices about their learning and future. Continuing towards growing learners who are engaged, confident, curious, creative, critical, independent and achieve to the highest of their ability. <ul style="list-style-type: none"> - We would like to see children taking continued ownership of their learning, shown through engagement, confidence, curiosity, creativity, critical thinking, initiative and independence. - Continued focus on student well being and belonging. - A whole school focus on our school values and key competencies 	<ul style="list-style-type: none"> -Small classroom sizes. BOT funding extra teaching staff to maintain a low student/teacher ratio. -Use relevant research to lead professional discussions around classroom practices and implement them with success. Inclusion, planning and referral to in class discussion. -Flexible timetables further up the school to encourage student agency. Provision of a variety of programmes to engage, support and extend student learning -Continuing to develop and utilise our local curriculum, (using the curriculum development tool) -Staff to be 'critical friends' of one another, observing and providing feedback - Involvement in CoL PLG Discussion Groups. -Students have greater ability to communicate what responsibility and ownership looks like across the school. Students are involved in identifying their learning needs and setting goals. Showing initiative when faced with decisions or ambiguous situations. -Continue to foster our relationship with the wider community - especially the preschool cohort so transition to school is easy for our new entrants. 	



<p>Baseline data: Shifting our students so they are working at or above their expected curriculum level continues to be a focus across the school in Literacy. 14% of our students are working towards the expected curriculum level in Reading. These are all male students - 17% of their total - a gender discrepancy. In writing 22% of our students are working towards the expected curriculum level, this is 21% of our male students and 18% of female students, We have managed to bring back the gender discrepancy here. We want all students to be challenged so they are achieving their potential.</p>	<p>Actions:</p>	<p>Monitoring:</p>
<p>Annual Target 2: Improve and enhance Literacy practice and achievement across the school through, making explicit links between spelling, reading and writing to strengthen all areas. Currently, girls across the school are outperforming boys in literacy.</p> <ul style="list-style-type: none"> - We would like to see accelerated progress for the students who are achieving below the expected level, to move more children so they are working ABOVE their expected curriculum level - We would like to see all students pushing themselves to achieve their potential. 	<p>-Small classroom sizes. BOT funding extra teaching staff. To investigate the gender disparity for our students in literacy.</p> <ul style="list-style-type: none"> - Using Structured Literacy as a vehicle for unpacking and effectively utilising Assessment for Learning - Whole school using and implementing the iDeaL programme - Professional discussions around classroom literacy programmes. Involvement in appraisal discussions/documentation/evidence where required. Look at assessment and incidental data, analysing where students are and where they should be. Professional discussions about how to get them there. Targeted professional development as and when required. - Urgency for staff - reflective pedagogy. Inquiry based, deliberate acts of teaching. - Plan and implement tailored, specific programmes to meet identified needs. Classroom teachers to cater for targeted students in their programmes. -Explicit links between spelling, writing and reading - IEPs/learning plans set up and implemented for students if and when required. 	



Annual Target 3:

Focus on maths pedagogy and curriculum delivery to improve outcomes for all students.

To see all students continue to enjoy maths and make good progress, being pushed to achieve their potential.

- We would like to see accelerated learning for the students working **BELOW** the expected curriculum level, a goal is to move these students so they are working at or above their expected level in Maths. We would also like to move more students so they are working above their expected level in maths.

- Small classroom sizes. BOT funding extra teaching staff.
- All Staff engaged in The Learner First Maths PD
- All staff teaching with urgency.
- Professional discussions around classroom maths programmes. Involvement in appraisal discussions/documentation/evidence where required. Professional development as and when required.
- Ensure we have the necessary skills and materials to deliver programmes.
- Assessment for learning - to utilise this more effectively at formative and summative levels.
- Look at assessment data, analysing where target students are and where we want them to be **(ABOVE)**. Professional discussions about how to get them there.
- Plan and implement tailored, specific programmes to meet identified needs. Classroom teachers to cater for targeted students in their programmes.
- Utilising Teacher Aide hours to consolidate maths knowledge for those students who need repetition.
- Continue our school wide focus on number knowledge and basic facts.
- Students involved in setting goals for their maths, talking about their achievement and next steps. Utilising student driven learning/assessment tools. School focus on agency
- Liaise with parents/community consultation around ways to get these students striving to be the best they can in Maths, at school and home.

**Annual Target 4:**


Continue to enhance Teacher practice and pedagogy to ensure the best outcomes for our children.

Actions:


- Building learning focussed relationships
- Being clear about what is being taught - explicit goals for students and teachers
- Determine which teaching and learning approaches are most effective in raising/accelerating student achievement
- Actively reflecting on our teaching, seeing ourselves as learners too, being prepared to adapt and change so our students can achieve their potential.
- Monitor the process of shifting pedagogical thinking and practice for effectiveness and impact on student achievement in an ongoing way and support teachers and students to adapt and maintain the most effective approaches/strategies for learning
- Provide relevant PD when and where wanted/needed
- All teaching staff involved in Structured Literacy and Maths PD
- Staff upskilling in Te Reo Māori and Tikaka Māori
- Full involvement in Kahui Ako PLG groups, meeting twice a term and linking this to personal inquiry

Monitoring:

Strategic Goal Two: Maintaining Our Strong Community-School Partnership

 Annual Target 5:	Actions:	Monitoring:
<p>To enhance and build on our reciprocal relationship between school, whānau and the wider community.</p> <p>Continue to foster and grow meaningful relationships within the community.</p>	<ul style="list-style-type: none"> - Community Consultation - Future focused learning for our students, what direction does the community see us taking? - Build on our learning focussed relationships with those in the community, we recognise the importance of building trusting, learning partnerships with students' families/whānau in order to improve outcomes for our students. - How do we increase our visibility to the wider community - and lead to more enrolments? - Parents Plus - engagement of a wider parent support group for school - Build processes around what we use to communicate with the wider community - FaceBook, Community Newsletter etc - Actively edit and update school website to encourage visitors and community involvement - Re-establish preschool programmes to build on existing relationships, what can we do to get more buy-in to these groups. 	

Strategic Goal Three: Maximising Our Environment

 <p>Annual Target 6: Continue to improve, and modernise the physical buildings, learning spaces and grounds to provide the best learning spaces we can.</p>	Actions:	Monitoring:
	<ul style="list-style-type: none"> - 5YA project underway - Senior class upgrade and roofing - Ngā Iti Kāhurangi programme - classroom improvement - Reflect what the students want/need - Continue with focus on environmental regeneration and Enviroschool actions - Outdoor spaces upgrade - design with children 	