

We will empower and lead our tamariki to value their learning, identity, whānau and place



WARD SCHOOL
Leading Our Learning - Whai Akoranga

**Positive social, emotional, mental
and physical wellbeing for all
learners.**

**Curriculum and iwi connections
through building positive
relationships in school and with the
local and wider community.**

**Reflective inquiry, teaching,
and leadership creating equity
and excellence for all learners.**

**Together
Respectful
Adaptable
Creative
Kind**

School Number: 3067

Principal: Carey Huria

Board of Trustees Endorsement: John Hickman

Date: 17/2/2022

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Strategic Goal 1: Hauora
Positive social, emotional, mental and physical wellbeing for all learners.

Hauora Annual Aims:

- Develop a purpose statement for PB4L and an understanding of the philosophies and strategies that underpin the PB4L SW.
- Align strategic documents, planning, systems and processes with PB4L.
- All staff model, and guide the practices of PB4L expected behaviours and develop an understanding of procedures for positively acknowledging these.
- Develop our playground and learning areas to enable all learners to feel nurtured, safe, and able to express themselves within them.
- Develop playground and learning spaces that recognises the cultures of all students at Ward School.

Strategic Goal 2:
Strengthen curriculum and iwi connections by building positive relationships in school and with the local and wider community.

Curriculum, Community/Iwi, and Māori Engagement Annual Aims:

- Develop a purpose statement for PB4L and an understanding of the philosophies and strategies that underpin the PB4L SW.
- Align strategic documents, planning, systems and processes with PB4L.
- All staff model, and guide the practices of PB4L expected behaviours and develop an understanding of procedures for positively acknowledging these.
- Develop our playground and learning areas to enable all learners to feel nurtured, safe, and able to express themselves within them.
- Develop playground and learning spaces that recognises the cultures of all students at Ward School.

Strategic Goal 3:
Reflective inquiry, teaching, and leadership creating equity and excellence for all learners.

Strengthening Teacher & Leadership Capability Annual Aims:

- All students will make progress and achieve the expected curriculum level.
- Accelerate the progress of priority learners, specifically in Reading.
- Use agreed effective teacher and cultural pedagogical practices drawing on PB4L and the Ka Hikitia principles.

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Our School Profile

Ward School..

- Welcomes all Year 0 - 8 students into two classrooms; Rock Pool (Y0-3) and Reef (Yr 4-8) and is a decile 7, U1 school.
- Currently has a school roll of 47. 23.4% of our learners identify as Māori.
- Is committed to providing an environment where all students have full participation are engaged and motivated to achieve success.
- Promotes positive engagement of all stakeholders through a foundation of agreed values: **T**ogether (we are) **R**espectful **A**daptable, **C**reative and **K**ind.
- Provides learning support and programmes that cater for all learners and are based on evidence, teaching strengths, student interests, needs and talents.
- Values all students and their individual needs that are met through our inclusive education policies, practices, resourcing and planning.
- Develops positive relationships with parents and whanau and has an open door policy encouraging families and the community to take an active role in the school and their child's learning.
- Is governed by a committed Board of Trustees.
- Has a dedicated and effective teaching and support staff.
- Has teachers who are committed to improving their practice through continuous review and use of the spiral of inquiry within a Professional Growth Cycle.
- Has a community that stretches along approximately 45 km of State Highway 1 from Lake Grassmere to Clarence, and covers areas inland of Ward and northeast to Cape Campbell. The rural community is employed in farming, fishing, viticulture and increasingly tourism.
- Has a long history of both Māori and European settlement with a number of families living on properties which have been owned for generations.
- Has a values-based positive behaviour plan that has a basis in restorative practices.
- Is very well supported by a motivated parent group (T.E.A.M.) and parents and caregivers who ably assist with fundraising and activities at school.
- Students leave Ward School and attend secondary schools in Blenheim, Nelson and Christchurch predominantly.
- Has had extensive property work completed over the past 2 years including the installation of improved lighting, accessibility decks and ramps, improved paths and driveway, repairs to the roof, upgraded offices, learning support space, toilets and a cover over the pool. In 2020 the wastewater system was replaced and the exterior of the school was painted.
- Includes improvements to learning spaces in the 10 Year Property Plan to align with ILE philosophy and environmental sustainability priorities.
- Welcomes community involvement and has a connection through events to the Flaxbourne A & P Association, Flaxbourne Settlers' Association, East Coast Protection Group, Flaxbourne Dog Trial Club, Seddon School and the Ward Community Library.
- Is a Google Suite school and uses many different Apps on both Chromebooks and iPads to engage and support learners and share their learning with parents and caregivers. ICT equipment is well-maintained and coordinated through a mobile device management App (Zuludesk).
- Is part of the Piritahi Kahio Ako (Community of Learning) in Marlborough. Piritahi consists of 21 schools and 6 kindergartens.
- Has a mobile oral health clinic which visits the school twice per year. Works closely with a Public Health Nurse, Resource Teachers of Learning & Behaviour (R.T.L.B.), Resource Teacher of Vision, Speech Therapist and other health professionals and agencies to ensure the needs of every learner are identified and met.
- Is a Kiwi Can school with the programme run by the Graeme Dingle Foundation with the support of the classroom teachers.
- Is part of the Government Donations Scheme.
- Is directly resourced to provide a bus service to all families who qualify for bus travel in line with Ministry of Education guidelines.
- Takes part in a diverse range of E.O.T.C and extracurricular learning experiences including sporting events with Seddon School, speech competitions, a Matariki hāngi, the Flaxbourne A & P Show, pet day, school camps (including a Y8 camp) and an annual ski trip.
- Is part of the Edible Garden, Enviroschool and Paper for Trees programme.
- Has a school and community library with a committee which is supported by the Blenheim Library.
- Opened in 1906 and has a property which is bordered by a large hedge with numerous trees within a large grassed area. It has an adventure playground, all-weather turf with a tennis court and a swimming pool. There are 3 classrooms, a caretaker/P.E shed, a resource room, a learning support room and a break out space for students. New decks surround the building and trees provide shade in the lunch eating area. A former dental clinic is maintained along with other small buildings.
- Was one of five schools that served the East Coast area historically before merging to become Ward School. This makes it significant in the community and its history.

Recognising New Zealand's Cultural Diversity

The Ward School Board of Trustees ensures its policies and practices reflect New Zealand's cultural diversity and the unique position of the Māori in a manner that honours the Treaty of Waitangi. Ward School will take all reasonable steps to provide instruction in tikanga Māori (culture) and te reo Māori (language) for students. To achieve this, the school will:

- Consult with the community biannually and with Māori whanau regularly or when appropriate.
- Develop knowledge about and relationship with local iwi.
- Seek ways to incorporate elements of tikanga and te reo Māori into all learning areas.
- Commit to providing opportunities for staff professional development in cultural competencies, te reo and tikanga Māori and the Treaty of Waitangi.
- Implement a schoolwide programme in te reo Māori and explore concepts where appropriate in all curriculum areas.
- Participate in the local Māori festivals, and provide opportunities for students to participate in kapa haka. Use everyday greetings and commands from a range of languages, particularly Māori.
- Participate in a biennially marae visit.
- Ensure there are resources to support tikanga and te reo Māori learning and access outside resources and agencies to improve resources and skills.
- Develop in our students, an appreciation and understanding of different cultures.

National Education and Learning Priorities

Ward School will determine its priorities by focussing on national priorities and identifying local priorities.

National priorities are currently determined to be:

- Ensure places of **learning are safe, inclusive** and free from racism, discrimination and bullying
- Have **high aspirations for every learner/ākonga**, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
- **Reduce barriers to education for all**, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- **Ensure every learner/ ākonga** gains sound foundation skills, including language*, literacy and numeracy
- All students access the New Zealand Curriculum, as evidenced by their progress and achievement
- Providing the opportunity for **success** in all the **essential learning** and **core competencies** of the New Zealand Curriculum
- Improving **literacy and numeracy**, especially in years 1-6
- Developing a range of **assessment and evidence** gathering practices that provide sufficiently **comprehensive data** to evaluate the progress and **achievement** of students
- **Developing** and implementing **teaching and learning programmes** aimed at **improving outcomes for students who are not achieving** or who require learning support
- Maintain the high achievement of our Māori students and to the BOT twice a year against **Curriculum Expectations**.

Local Priorities are identified through:

- Assessment data
- Student and Community consultation
- Staff consultation

In meeting these national and local priorities, the school undertakes to work within the National Administration Guidelines framework.

National Education and Learning Priorities

[National Education and Learning Priorities](#)

Objectives	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD-CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
Priorities	<ol style="list-style-type: none"> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 	<ol style="list-style-type: none"> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 4. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy.*Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language 	<ol style="list-style-type: none"> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 	<ol style="list-style-type: none"> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work 	<ol style="list-style-type: none"> 8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

Strategic Goal 1: Hauora Develop positive social, emotional, mental and physical wellbeing for all learners.		Annual Aims: <ol style="list-style-type: none"> 1.1 Develop a purpose statement for PB4L and an understanding of the philosophies and strategies that underpin the PB4L School-Wide. 1.2 Align strategic documents, planning, systems and processes with PB4L. 1.3 All staff models, and guide the practices of expected behaviours and develop an understanding of procedures for positively acknowledging these. 1.4 Develop our playground and learning areas to enable all learners to feel nurtured, safe, and able to express themselves within them. 1.5 Develop playground and learning spaces that recognise the cultures of all students at Ward School. 			
Annual Achievement Target: For all our students to be learning, progressing and achieving in Reading , Writing and Maths.					
Evaluation Term 1: Student voice/Parent Survey/Board Report	Term 2: Board Report	Term 3: Board Report, Wellbeing Survey		Term 4: Board Report	
Implementation: What will we do?			Monitoring and Evaluation: Evidence. How will we know we are succeeding?		
What needs to be done to reach our goal and achieve our objective?	Resources	Who? When?	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)	
1.1.1 Develop a purpose statement for PB4L and an understanding of the philosophies and strategies that underpin the PB4L School-Wide.	PB4L Leaders-AD/RB/CH Funding Staff/Students	Term 1 - 4.	Teachers and support staff understand and can talk about the purpose of PB4L Parents and Whānau understand the purpose of PB4L Whānau contribute to the Health curriculum review	Attendance at PB4L training days and regular meetings for lead PB4L staff. Principal writes and PB4L leads contribute to PB4L action plan. Parent communications inform parents/community of	


	Whānau			PB4L purpose and action plan. Health curriculum consultation complete - Term 2
1.2.2 Align strategic documents, planning, systems and processes with PB4L.	PB4L Funding Staff/Students Whānau	Term 1 - 4.	All staff committed to the PB4L philosophy and demonstrated this by being active in the work. Whānau contributes to the Health curriculum review	Lead staff attend workshops and planning meetings School planning documents include PB4L philosophy Teachers and support staff understand and can talk about the purpose of PB4L Parents and Whānau understand the purpose of PB4L
1.3.3 All staff model, and guide the practices of expected behaviours and develop an understanding of procedures for positively acknowledging these.	Time Staff Students Whānau	BOT members Term 1 - 4.	Staff, students and Whānau revisit values and what they mean. Teachers and support staff implement strategies that are agreed on collaboratively and are consistently implemented.	Spirals of Inquiry, learning programmes and schoolwide practices reflect growing teacher knowledge of PB4L
1.2.4 Develop our playground and learning areas to enable all learners to feel nurtured, safe, and able to express themselves within them.	Time Staff Students Whānau Funders	BOT Staff Term 1 - 4.	Student, Whānau and staff voice is gathered. Agreement on the overall concept plan. All stakeholders feel that they have contributed to the plan.	Funding applications written and lodged. All health and safety checks are carried out. The landscape architect visits school meets with the committee & plan is shared with all stakeholders. A timeline for development is created. Te reo and Tikanga Māori is incorporated into the plan.
1.2.5 Develop playground and learning spaces that reflect the cultures of all students at Ward School.	Time Staff Students Whānau Funders	BOT Staff Term 1 - 4.	Student, Whānau and staff voice is gathered. Other playground spaces are visited.	Students, Whānau and other stakeholders contribute to the plans. All materials are investigated to reflect cultural perspectives and include them in the physical development of the school.
Evaluation and next steps:				
1.				

Strategic Goal 2: Curriculum, Community/Iwi, and Māori Engagement Strengthening of curriculum and iwi connections through building positive relationships with the local and wider community.			Annual Aims: 2.1 Reconnect with Takahanga Marae and include local iwi stories in learning programmes. 2.2 Improve te Reo Māori planning, teaching, and learning and meaningfully incorporate. 2.3 Develop an understanding of Māori achieving success as Māori.		
Annual Achievement Target: For all our students to be learning, progressing and achieving in Reading , Writing and Maths.					
Evaluation Term 1: Baseline data		Term 2: SOI and Board Report		Term 3: SOI and Board Report	Term 4: SOI and Board Report
Implementation: What will we do?			Monitoring and Evaluation: Evidence. How will we know we are succeeding?		
What needs to be done to reach our goal and achieve our objective?	Who/Resources	When	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)	
2.1.1 Reconnect with Takahanga Marae and include local iwi stories in learning programmes.	Time Relievers Resource Teacher Māori	TOD Term 1 Term 1-4	Teachers research local stories and include them in programmes. Students develop an understanding of local stories and places.	Teachers know students' iwi, histories and mihi. Effective, culturally responsive pedagogical practices and shared understandings are agreed and implemented. Students will learn marae kawa and take part in a visit to Takahanga Marae.	
2.2.2 Improve te Reo Māori planning, teaching, and learning meaningfully incorporate.	All staff ASL/WSL Facilitators Resource Teacher of Māori	Term 1 Term 1 - 4	Teachers demonstrate a commitment to understanding Ka Hikitia and its objectives. Teachers are able to articulate their SOI, next steps and how/what they will change in response to evidence.	Teachers use the Ward School Māori curriculum plan to teach and assess. Culturally responsive classrooms/environments. Student understanding of tikanga and te reo Māori is increased and can be evidenced. School values are translated te reo.	
2.3.3 Develop an understanding of Māori achieving success as Māori.	Time Relievers ASL/WSL Students/Whānau	TOD T1 Term 1 - 4 NZSTA ASL	Use of te reo Māori is increased verbally and in written form. The BOT understands Ka Hikitia and the key objectives	Teachers take part in Ka Hikitia PLD SOI will include student/Whānau voices. Attendance at Tiriti o Waitangi workshop - NZSTA BOT Ka Hikitia training	
Evaluation and next steps:					

Strategic Goal 8: Strengthening Teacher & Leadership Capability Reflective Inquiry, teaching, and leadership creating equity and excellence for all learners.			Annual Aims: <ul style="list-style-type: none"> All students are making progress and achieving the expected curriculum level. Accelerate the progress of priority learners, specifically in Reading. Use agreed effective teacher and cultural pedagogical practices drawing on PB4L and the Ka Hikitia principles. 	
Annual Achievement Target: For all our students to be learning, progressing and achieving in Reading, Writing and Maths			Piritahi Achievement Challenge: All learners to make expected progress in Reading, Writing and Mathematics. Equity: All priority learners make accelerated progress - 2 +sub-levels in one year.	
Evaluation Term 1: Baseline data.	Term 2: Board Report	Term3: Board Report		Term 4: Board Report
Implementation: What will we do?			Monitoring and Evaluation: Evidence. How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Resources	Who? When?	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)
3.1.1 All students are making progress and achieving the expected curriculum level.	Time Relievers ASL/WSL PLD Facilitators	Teachers WSL/ASL Term 1 - 4	Assessment data gathering Term 1, 2 & 4. Achievement data reported to the BOT Regular review and monitoring of student progress and achievement.	Collaborative Spiral of Inquiry is reviewed and updated. Assessment data gathered, analysed and planning reflects student needs. Learning goals, next steps and how to achieve them are verbalised by students. Goals are shared in student-led 3 Way Conversations (T1 & 3) and online (GDoc/Seesaw). Take part in Piritahi moderation and SOI sessions.
3.2.2 Accelerate the progress of priority learners, specifically in Reading.	Time/Funds ASL/WSL University of Canterbury BSL Tutor SENCo	Deborah Klenner Better Start Literacy Facilitator: Ingrid Hillgrove Term 1 - 4	Junior Teacher Professional Learning in Better Start Literacy. Teachers will use the language of our values and curriculum. Teachers will use the curriculum and assessment map. (CAP)	Enrol in Better Start Literacy Priority students identified. Reading programme planning created and shared in IEPs and three-way learning conversations.
3.3.3 Use agreed effective teacher and cultural pedagogical practices drawing on PB4L and the Ka Hikitia principles.	Teachers BOT Students/Whānau	TOD T1 Term 1 - 4	Senior Teacher and Teacher Aide to take on the PB4L lead role. A shared understanding of Ka Hikitia objectives. Students reflect a positive sense of belonging.	Ka Hikitia professional learning sessions are completed. Staff unpack and discuss what outcomes domains might be for Ward School learners. The Ward School effective teacher continuum is used to identify and implement agreed cultural pedagogical practices. Student survey reflects an increased positive sense of belonging.
Evaluation and next steps:				



Piritahi Kahui Ako Annual Plan 2022

<p>Vision</p> <p><i>'Whiria nga tahi nga ākonga - Weave Learners Together'</i></p> 		<p>Principles</p> <ul style="list-style-type: none"> • Equity, Excellence, and Belonging • Collaboration • Cultural Relationships for Responsive Pedagogy • Ako • Reflective Practice 	
		<p>Achievement Success Indicators</p> <ul style="list-style-type: none"> • All learners make expected progress • Priority learners make accelerated progress • Progress measured and analysed • Strong moderation practices • Trusted reliable data informs practice • Equitable outcomes for all 	
Workstreams / Action Plans			
Strengthening Teacher/Leadership Capability	Hauora	Community, Iwi & Māori Engagement	
<ul style="list-style-type: none"> • Accelerate achievement of priority learners through collaborative inquiry. Monitor and evaluate against Piritahi agreed expectations. • Develop, use and embed agreed cultural pedagogical practices through wider collaboration. • Strengthen leadership capabilities through professional learning opportunities. 	<ul style="list-style-type: none"> • Investigate, plan and address behaviour and wellbeing needs. • Develop an agreed and shared vision to increase capabilities and expertise within our community in order to address needs. • Share best practices schools use to support diverse learners 	<ul style="list-style-type: none"> • Strengthen educationally powerful connections with all stakeholders. • Develop an understanding of Māori achieving success as Māori through iwi/whānau partnership. • Strengthen transitions and develop coherent pathways for learners 	