



Whakaoriori Kāhui Ako

VISION STATEMENT:

We work together to ensure that all Whakaoriori students are successful and all ākonga will achieve to their potential.

2020 - WSL Annual Report

Chanel College





Chanel College - Wellbeing

Workstream 2020 - Teacher Wellbeing Initiatives

- Meetings
- Members - Wellbeing
- Teacher discounts katmandu, airbnb, art lessons, future energy
- Teacher survey – suggestions, issues, planning for future wellbeing initiatives
- Student survey – discussions, follow up groups, mental health programmes, PD
- Event organisation

Student focus group
on an outing in the park



School Initiatives 2020:

- Phone Tree (started during Covid)
- Texting Groups
- Mental/Health Tips
- Staff initiatives (eg zoom socials during lockdowns)
- Wellbeing Surveys
- Meetings
- Counselling sessions (school counsellor)



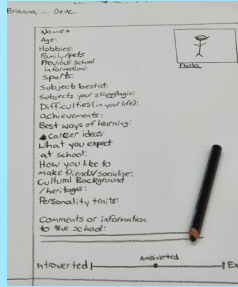
Going forward 2021

- Continue student focus groups
- NZIWR Wellbeing and Resilience PLD
- Continue listening to and reaffirming teacher value



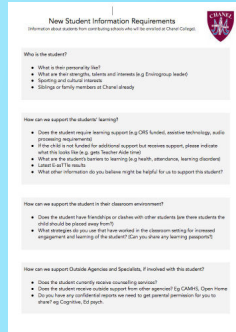
Chanel College - Progressions

Workstream - Student focus Group
Chanel Students joining other school students at Rathkeale to brainstorm ideas for the Profile template.



Chanel - Student Information Sheet

Key staff worked together to create the student profile sheet for contributing schools.



Progressions work done within the College in 2020

- Student Profile Sheet
- Redeveloping enrollment information and procedures to make it easier for parents/caregivers
- Meetings with main contributing schools
- Creation of the Envirogroup - (a need was identified)
- Visiting schools and talking to student groups
- Streamlining the sharing of enrolment information
- Online Student Portfolios Year 7 and 8
- Introduction of Year 10 interviews going into Year 11



Going Forward Now- 2021



- Strengthening relationships with contributing schools, e.g. spending time at each other's schools
- Developing strategies to support new Year 9 students. (Identified need, run focus groups/surveys).
- Introduction of Zones of Regulation programme as a seamless progression (currently being used in some Primary schools)





Douglas Park School

Workstreams Lead by ISL - Maker/Play & IRIS



Maker and Play - What have we been doing?

- Seeking and providing quality play & maker PL opportunities for staff.
- Observing play & maker across the school and providing feedback, next steps etc.
- Setting up play/maker provocations throughout the school.
- Planning play & maker in junior syndicates.
- Developing play/maker resource for teachers to use for planning.
- Developing staff understanding of maker concepts, maker tools and maker skills.

Why?

- Establish strong maker/play pedagogies throughout the school.
- Consider how maker/play progresses throughout the school.
- Provide teachers with resources to fall back on.
- Help with smooth transitions from ECE to NE/yr 1+ transitions throughout the school.
- Develop core beliefs - critical thinking, agency, creativity, collaboration through the use of play/maker.

IRIS

- (ECTTPVBPLPMC) Embedding Change and Transforming Teacher Practice Using a Video-Based Professional Learning Platform in a Mathematical Context
- In 2019 the DPS staff did a course though Stanford University and were exposed to theory and current best practices in mathematics teaching.
- At the conclusion staff were able to articulate key ideas and indicated that their thinking around effecting teaching had changed significantly. However, they also communicated that they are experiencing major challenges implementing new ideas.
- In 2020 DPS invested in a video-based professional learning platform (IRIS) to support teachers' reflective and evaluative capability to enable and embed quality practice. PLD will leverage this technology with the aim of increasing the quality of professional conversations and creating deeper levels of personal and team-based reflection
- By effectively implementing the ideas from the 2019 Stanford course, and reflecting and refining these through the use of IRIS, we hope to help address disparity in student achievement data, grow teacher confidence and increase teacher competency.

Achievement Challenges @ DPS



Agency

- Core Beliefs
- IRIS
- Multiple Student Leadership Roles
- Maker/Play
- HERO
- Future Directions for Learning PLD (Mark Osborne)

Effective Pedagogy

- IRIS
- Spirals PD (Bec Galloway)
- James Nottingham PD (Feedback)
- HERO

Capabilities

- IRIS
- HERO
- Data Days
- 5+ / 7+ trained teachers in each syndicate
- Future Directions for Learning PLD (Mark Osborne)

Hauora

- Coaching (Carol Lynch)
- Staff Wellbeing, Golden Tickets, Recharge, Workload, Extra Release,
- Circle Time
- Whanau Classes
- Culturally Responsive Pedagogy and Relationships (2020 PD focus)

In a storyteller

- Green screen
- Animation (Doink, Puppet Pals, EE, Google slides)
- iMovie
- Book Creator
- Comic Design (Strip Design, PicCollage)
- Stop Motion (iMotion)
- Engaging, novel, entertaining
- Precise, clear, emotional, persuasive
- Marketing
- Process
- Sharing a message
- Visual, static, movie, audio
- Communication
- Translate
- Invoke opinion or emotion
- Garageband
- Puppet Pals
- Sharing the Journey
- Storyboard

IM A PROGRAMMER

- Coding with Scratch Jr
- Coding with Scratch
- Osmo block coding
- Coding through robotics
- Edison Bots
- Makey Makey
- Bee Bots
- Lego Wedo
- Programming games
- Sequence, loops, efficiencies
- Sphero
- Digital outcomes
- Problem solving
- Algorithms & Algebra
- Animations
- Problem solving - debugging
- Digital design
- Multiple platforms
- Digital and non-digital coding
- Coding to create
- Understand why it didn't work

Im a designer

- 3D Design in TinkerCad
- Minecraft
- Expressive
- Creative - brave and different
- Multiple ideas
- Drawing, sketching
- Fashion projects
- Sewing
- Empathy/help
- Test and refine
- Game/app designer
- Plan
- Serve a purpose
- Multiple concepts
- Artistic
- New or reworked ideas
- Multiple tools
- Design process
- 3D design
- Visualising
- Process driven
- Digital and non-digital

I'M AN ENGINEER

- Wooden block construction
- Testing / Redesigning
- Chemical
- Systems/processes
- Strength
- Knex
- Programming
- Building
- Comparing things
- Finding and solving problems
- Design thinking
- Joining materials (Cardboard + sewing)
- Construction designs (strong shapes)
- Electrical engineering (simple circuits, breadboards, etc)
- Electrical Robotics (Makey Makey, School Kits)
- Lego / Lego Wedo/Cutting, joining, nailing, screwing
- Measuring
- Testing
- Food engineering

Agency of learners

All learners need to be empowered to take agency over their learning. They should be able to work purposefully in authentic contexts and be able to drive their own learning.

Effective Pedagogy

Strong and effective teaching and learning is a key to success. Teachers need to be empowered to use future-focused and culturally responsive best practice to improve outcomes.

Citizenship

All learners should be enabled to fulfil their potential and become positive contributors to local and wider communities who apply their capabilities in either work or learning.

Capabilities

All learners need to develop the understandings, literacies and skills that will enable them to meet the expectations of the New Zealand Curriculum and achieve to their potential.

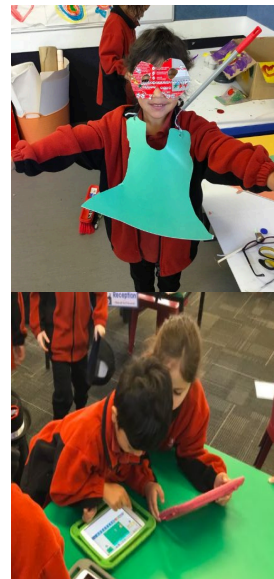
Hauora/Support

All learners should be able to access all the supports that they may need to be successful. Transitions should be managed with empathy.

- Making for Makers Sake
- Making to learn a new skill
- Making to show learning
- Making to solve a problem

Files

- Cardbox construction tech...
- Reflection questions for plan...
- What this folder is NOT.... Ho...
- Why are there four different L...



- Making to show learning
- Making for masks sake
- Making to solve problems
- Making to learn a new skill

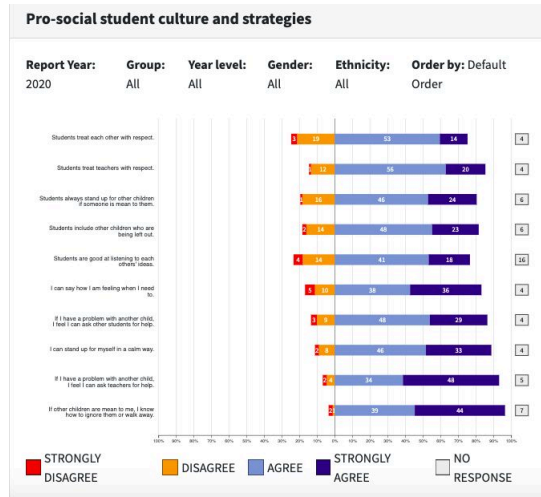
Fernridge School



2020 What does the Whakaoriori Kahui Ako look like at Fernridge School?

Student Well-being Survey

All students in Term 3 participated in a student well-being survey. This survey asked questions under 5 different categories: schoolwide climate and practices, community partnerships, teaching and learning, pro-social student culture and strategies, and aggressive student culture. The data from these surveys was analysed and shared with leadership and learning teams.



Actions that will/have taken place:

- The Junior Survey (Year 0-3), was discussed in teams prior to Term 4 and any small changes have been made to reflect students' perspectives.
- Reflecting at Enviro Green-Gold also gives students a different lens to take action about their well-being.
- A range of Social emotional texts have been bought by the school as resources for supporting student well-being.
- There is PD planned in 2021 to develop staff knowledge and teaching pedagogy in student well-being.
- Resources are being gathered to support specific actions to be undertaken in 2021.

2020 What does the Whakaoriori Kahui Ako look like at Fernridge School?

Student-led Inquiry

Fernridge was a part of the Student-led inquiry that involved students from schools across the Masterton community. Our students involved had the opportunity to host the group for one of the sessions and they did a fantastic job. They worked on inquiries that they felt would help make schools in Masterton even better for students. Some of the topics included: Student well-being, subject integration, sports/PE and school environment. The students presented their ideas to the Masterton principal group in hope that some changes could be made across the Whakaoriori Kahui Ako.



Hadlow Preparatory School





Hadlow School

What was the role of the WSL at Hadlow?

- liaise with school principal around key areas of focus
- attend WSL meetings
- follow up Kāhui Ako workstreams and provide leadership with staff
- provide relevant support for school based ASL
- provide PD for staff in key areas
- hold staff meetings around PD focus
- conduct audit on wellbeing
- coordinate aspects of Health and Safety at Hadlow

Areas of Focus

Maths

- review the Maths CIP
- form a maths team
- look into effective practice in teaching maths and organise PD school wide - mainly around wellbeing in maths, mixed ability groupings, number sense, assessment and developing high expectations
- review school wide assessment
- attend to maths resourcing
- attend maths leadership meetings

Well being for students

- collated and analysed the 2019 NZCER wellbeing survey and implemented some of the actions that came from the data
- compared the Hadlow 2019 results to the Kāhui Ako 2019 results
- administered and analysed the 2020 well being survey
- compared the 2019 survey results to the 2020 data results
- reported the results to staff and SMT
- hosted a staff meeting to look at the data
- data has been used to inform one of the school's key strategic goals for 2021-2023

Well being for teachers

- conducted research into wellbeing surveys for kaiako
- created a wellbeing survey for all Whakaoriori Kāhui Ako kaiako - **Whakaoriori Kāhui Ako wellbeing survey**
- started the collation and analysis of the data in preparation for feeding back to kaiako and kaitiaki

Student led Inquiry

- supported the children through their involvement in the student led inquiry workstream

Lakeview School



LAKEVIEW SCHOOL

Kahui Ako related activities



- Implementation of Learning Progressions Framework across the school.
- Working with children who are participating in the Kahui Ako Student Inquiry Group.
- Continuing the implementation of schoolwide Te Reo framework.
- Use of PaCT as a tool to track student progress for reading, writing and maths.
- Begin to implement the Digital Technologies Curriculum across the school.
- Continuing to develop Māori language across all classes in the school.

Actions - what we've done in 2020



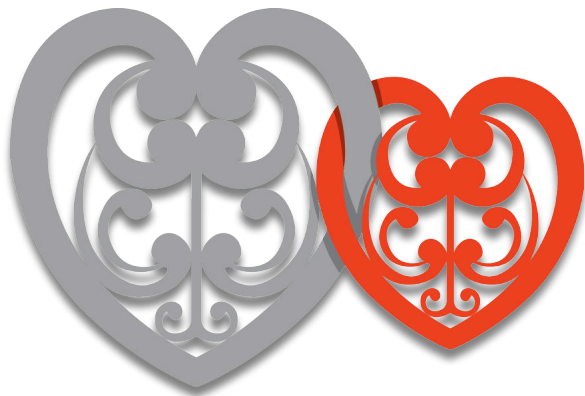
- Ongoing liaison and professional development with Learning Solutions Advisor for Within School Lead.
- Inclusion into school Strategic Plan for integration over a three year period.
- Development of procedures around use for teaching and learning and for tracking progress.
- Fortnightly administration meetings with all teaching staff to upskill (LPFs/PaCT, Te Reo and Digital Technology).
- Funds have been allocated to build up digital tech resources. Action plan developed and being implemented for the creation of syndicate and class kits.
- Continuing to develop the He Kākahu Reo resource.
- Individual support with staff with Te Reo as needed.
- All strategic areas discussed fortnightly at syndicate level.

Makoura College



Kahui Ako

Desiree Pearse, Ange Richardson, Vicky Pilling



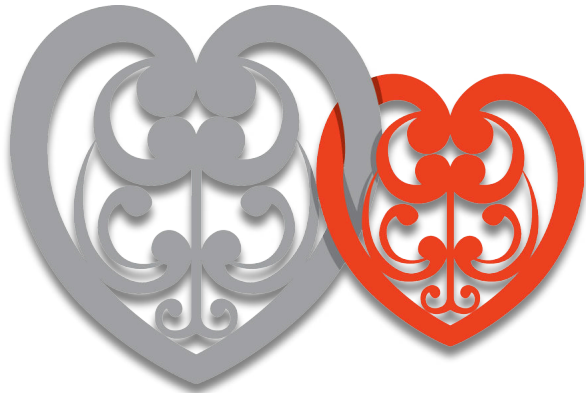
Arotahi Steering Group (PBL)

Weekly meetings to plan and reflect

Providing increased support for teachers and students to improve confidence and agency

Embedding progress

Reviewing Arotahi 2020



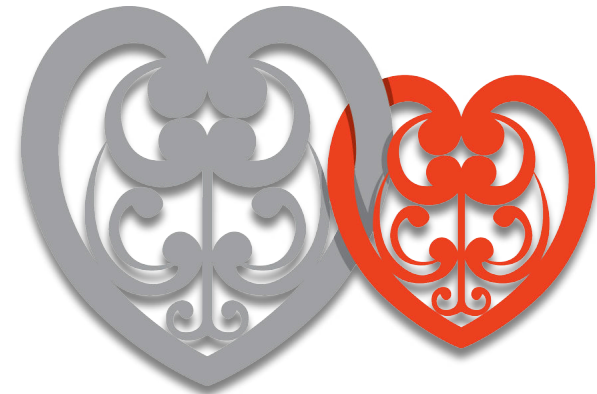
Time Lapse of Nga mahi o Arotahi event



- Data Analysis of Makoura College 2019 Wellbeing data to the wider Kahui Ako
- https://docs.google.com/document/d/1Dc4C-4bvV_un8nFxiHwLG5KBo2QrfYkbbkV2yt_pcJQ/edit
- Data Analysis of Makoura College 2019 Wellbeing data to the wider Kahui Ako
- https://docs.google.com/document/d/1t_IRtW40ytfMK6IYcwQ2gs0LnYVIT7nOzx5tOdyUSMs/edit
- 2020 Student Well-being Survey Report
- https://drive.google.com/file/d/1Wjj723w5luNv-CYsaZiz_0nmOVuT4t4a/view?usp=sharing
- Follow up review of Arotahi in progress

My Mahi

- Picked up MyMahi (Waka Huia)
- Attended MyMahi course in Palmerston North (2019)





Mauriceville School



Masterton Intermediate School

WELLBEING

- WSL's led and induction day for new staff
- Identifying ways to reduce teacher workload - implemented changes (see staff support slide)
- Student wellbeing:

Implemented KiVa schoolwide in response to student well-being survey 2019.

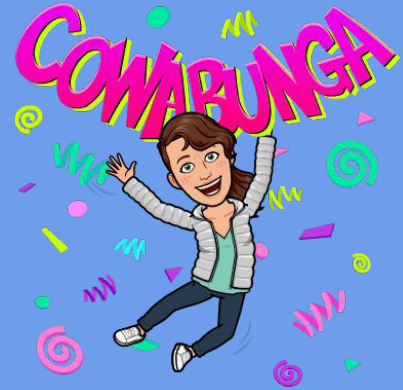


KiVa is a bullying prevention programme that involves student surveys, specific in class lessons, a specific process to identify and deal with bullying - a big positive is that it allows for teachers to support each other through teacher referrals.



SUPPORTING BEST PRACTICE

- Created a manageable and meaningful appraisal system including goal setting and teaching as inquiry.
- Facilitated the MIS version of PAC/AKO.
- Supporting teachers to work collegially in order to learn from one another.
- Pop-up staff PD
- Increasing student voice within the school.
- Ensuring that systems within the school are clearly communicated with all staff.
- One on one support





Opaki School

2019
Journey

Opaki
School

Kahui
Ako
Journey

FIRST: We started with some reflection and design around creating some 'Learner Qualities' to go with our school AROHA values.

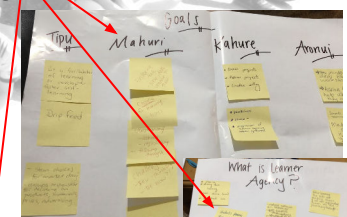
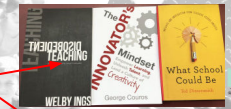
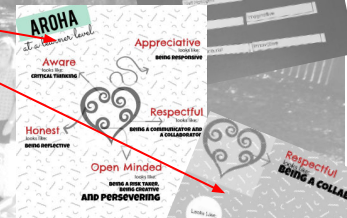
Lots of great reflection from staff and students got us to a really good place. I then designed some cool resources based on our work.

THEN: We had found that what we really needed first was to develop the learner agency within our school. Our system we had was based around behaviour so we needed to adjust this first.

Tiriana Potangaroa and I got together in our school to come up with a new idea. She went along to some PD from the Kahui Ako, we got some great books and had lots of great staff discussions.

We then came up with our new system and then presented our information to the BOT to implement for 2020.

NEXT: For 2020, we saw some gaps from when we had gathered and analyzed the wellbeing data and made some new goals.



Opaki Continuum Of Learner Agency

Cost	Actor	Lead Actor	Producer	Director
... (text partially obscured) (text partially obscured) (text partially obscured) (text partially obscured) (text partially obscured) ...

2020 Journey

Opaki School

Kahui Ako Journey

FIRST: We took the findings from the analysed wellbeing data and used it as one of our strategic aims.

THEN: We discussed ideas with staff around ideas and what we could do to improve prosocial behaviours between student.

We implemented lots of great ideas from circle time school wide (which I sourced lots of great resources from RTLb for) to 'Atawhai' awards that are nominated by students.

Then we gathered some student voice from a group of students to get some more information around some of the indicators of the wellbeing survey. This proved really valuable especially around those students who had possibly agreed negatively. We use a lot of their ideas for whole school circle time topics.

THEN: We did the survey again to see if we had improved. We had improved in a few areas but not as much in the prosocial behaviours and the indicator of 'students respecting students'.

From here we looked into the idea of 'Taught (in circle time and classroom) to caught (putting it into action in the playground) and have brought in playground AROHA tickets from some staff discussions.

NOW: I am looking into the research behind wellbeing and improving prosocial behaviour and Dave has kindly brought us the Wellbeing book from the NZIWR to help us get there. It feels like this year we/I got really into the wellbeing data and really unpacked what was happening and now we have started on this journey to improving it. This book is AMAZING and will give us a great place to start next year.

Aim 2: To assess and develop the culture and character of the school.

FOCUS:	Wellbeing survey completed by Elio (Claudia an hour)
1. To continue working to reduce our school environmental impact.	
2. To improve our special education management plan (in line with AROHA).	
3. To address student well-being and student behaviour amongst others.	

Baseline Data/Information:

Area:	Success environmental aspect	Area/Indicator that being
1. The safety of all our people throughout our school. <td></td> <td>Circle time well-being survey</td>		Circle time well-being survey
2. The character of the development of our environmental plan. <td></td> <td>Student-teacher survey</td>		Student-teacher survey
3. The involvement of all our stakeholders. <td></td> <td>Student-teacher survey</td>		Student-teacher survey
4. The impact of the environmental plan. <td></td> <td>Circle time - Atawhai Awards</td>		Circle time - Atawhai Awards

Source: School-wide, Student-teacher survey, Student-teacher survey

Wellbeing Inquiry- Student Voice

Question: Do you think it is important for the school to have a wellbeing survey? Why/Why not?

Response:

- C: Not important, because there are a few people that had the biggest thing. They remember how they felt and they are not the same as the rest of the school.
- D: Yes, they really do them every assembly, they would get a chance to voice their opinion.
- E: I don't know, they are in the school but I don't know what they are doing.
- F: Yes, they really do them every assembly, they would get a chance to voice their opinion.
- G: I don't know, they are in the school but I don't know what they are doing.
- H: Yes, they really do them every assembly, they would get a chance to voice their opinion.
- I: I don't know, they are in the school but I don't know what they are doing.
- J: Yes, they really do them every assembly, they would get a chance to voice their opinion.
- K: I don't know, they are in the school but I don't know what they are doing.
- L: Yes, they really do them every assembly, they would get a chance to voice their opinion.
- M: I don't know, they are in the school but I don't know what they are doing.
- N: Yes, they really do them every assembly, they would get a chance to voice their opinion.
- O: I don't know, they are in the school but I don't know what they are doing.
- P: Yes, they really do them every assembly, they would get a chance to voice their opinion.
- Q: I don't know, they are in the school but I don't know what they are doing.
- R: Yes, they really do them every assembly, they would get a chance to voice their opinion.
- S: I don't know, they are in the school but I don't know what they are doing.
- T: Yes, they really do them every assembly, they would get a chance to voice their opinion.
- U: I don't know, they are in the school but I don't know what they are doing.
- V: Yes, they really do them every assembly, they would get a chance to voice their opinion.
- W: I don't know, they are in the school but I don't know what they are doing.
- X: Yes, they really do them every assembly, they would get a chance to voice their opinion.
- Y: I don't know, they are in the school but I don't know what they are doing.
- Z: Yes, they really do them every assembly, they would get a chance to voice their opinion.

Looking at our largest positive areas
Our school means we are up from last year.
No colour means we are lower.

Area	Year 5-6	Year 7-8	Year 9-10	Year 11-12
Students are happy and smiling	95%	87%	93%	95%
Students are respectful	97%	95%	85%	92%
Students are confident	85%	95%	88%	64%
Students get on well with other children	83%	82%	90%	92%
Students get on well with adults	95%	80%	95%	100%



2020 Wellbeing Workstream

Kete of Wellbeing Resources

In the wellbeing workstream we have been using our time to find lots of great resources for wellbeing that are local and world wide.

We have started to put a lot of these resources into a slideshow with links that can take a range of people from whanau to educators where they need to go.

Debs, Brefine and I have worked on the educator part and it is starting to look really exciting. We are hoping it will become something that can be continually added to.

WHANAU



Children can be a mixed bag of emotions and it can be hard to navigate different stages and ages. These pages and links will help direct you to tools that can help you. Your whanau wellbeing is important.

EDUCATORS



Students come with complex needs that we need to deal with as educators. Let us save you some time on google and here are some links and tools that may be of help. If you have found some great information or a helpful link please send to this (insert link)

TAMARIKI



Life can be difficult. We want to help you on your journey. Here are some helpful websites and Apps for you to look at. You're taking the right step by seeking help. Remember it's ok to be not ok!

Wellbeing Primary (Year 0-8)

Taha Tinana
(Physical Wellbeing)

Taha Whanau
(Family Wellbeing)

Taha Hīrangora
(Mental Wellbeing)

Taha Wairua
(Spiritual Wellbeing)



Taha Wairua (Spiritual Wellbeing)

Grief

- Seasons For Growth Programme - Alison Dye
- <https://www.mentalhealth.org.nz/get-help/establishing-a-support-group-for-suicide-loss/resources/>

Mindfulness

- Pause, Breath Smile mindfulness programme <https://pausebreathsmile.nz/>
- Plenty of Yoga videos on youtube

Taha Whenua

- Connection to the land <https://rangitaneedcotton.com/>, also has lots of resources and local stories.

Taha Tinana (Physical Wellbeing)

Covid

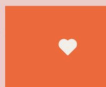
- All Right? Getting through together <https://www.allright.org.nz/campaign/getting-through-together>
- Resources to help kids <https://www.kiwihealth.org.nz/resources/help-explain-coronavirus-covid-19-children>

Movement and Mindfulness

- Cosmic Kids Yoga https://www.youtube.com/channel/UC5uZ2K0Z4eDDo_Ge_gBQ
- Go Nooodle get moving <https://www.youtube.com/user/GoNoodleGames>


Sport

- Sport Wairarapa/Wellington <https://www.sportwellington.org.nz/>
- They also have their own Taha Tinana Resources <https://www.sportwellington.org.nz/active-health-and-wellness/wellbeing-hub/taha-tinana-food-and-movement/>





Rathkeale College



Lee Mann

Rathkeale College

Data Analysis 2020

This is the work I have implemented, based on “Strong” ERO reports, which tell us that *for sustained improvement and future learner success, schools should*

Aiming

- Equity and excellence
- Good levels of accelerated progress
- All students making sufficient progress

Monitoring

- Determine what a year's progress looks like
- Monitor all of Year 9 and 10 students, as well as target/at-risk students
- Monitor longitudinally over their time at school

Reviewing

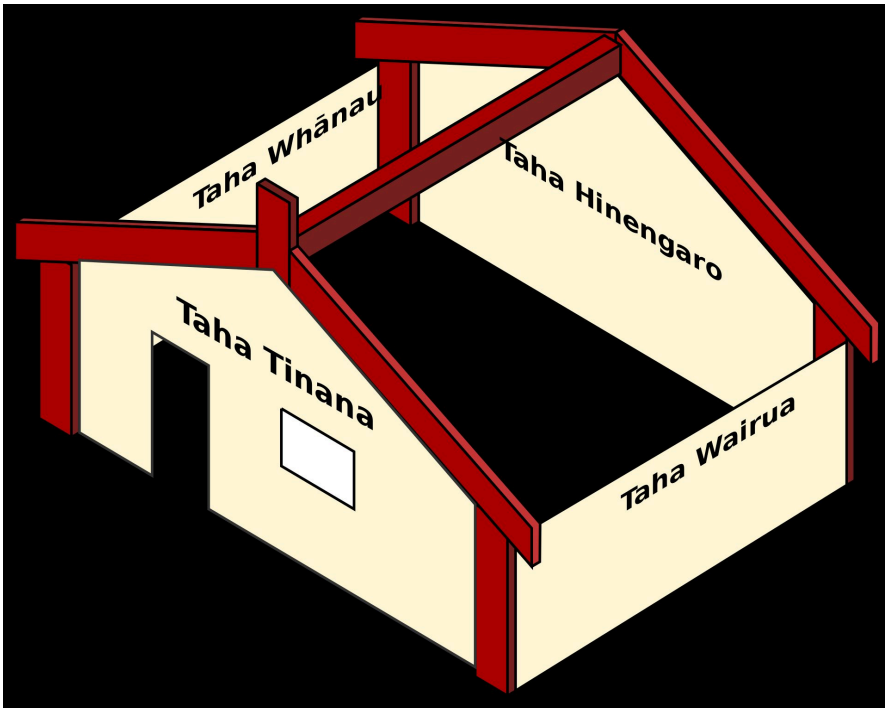
- Internal evaluation to identify what is working well and to inform changes for further improvement
- Review support programmes

Actioning

- Planning for the achievement of equity and excellence
- Target strategies to increase parity for Maori and Pasifika students
- Respond effectively to those who need acceleration

Reporting

- Regularly report progress towards achievement targets throughout the year
- Report to the board on the extent to which students are making accelerated progress



Michelle Green
Rathkeale College
Hauora 2020

My role since my appointment in April has been to design a programme for weekly Hauora sessions. The workshops have run along side sessions of sports, Haka and house singing which make up the complete programme. The aim is to ultimately develop a programme that covers all dimensions of Hauora, this is obviously still a work in progress. Topics covered vary according to year groups but have including topics such as :_Mana,
Careers
Sexual Health
managing on a
budget
mindfulness.

Having completed the well-being survey the aim for 2021 is to use the data to help shape the courses for each year group.

Solway College



Solway College

Kāhui Ako WSL
Aroha Pirere



Kāhui Ako

- Data Analysis of Solway 2019 Wellbeing data to the wider Kahui Ako
<https://docs.google.com/document/d/1qJVybJ7aaA8NDOXSHq2RBVnRTty-npOsw1xDXEUo0Co/edit?usp=sharing>
- Wellbeing School Wide Assemblies
https://docs.google.com/document/d/1tc-h1Akj6xLx5EBS6MiG_xsPutP41RxjsGckovq_xYB8/edit?usp=sharing
- Resilience Inquiry
https://docs.google.com/document/d/1Mmcij6Mm1sqcUVqfBiwC4nxjNlv2i_NqYsbm_xCJsL-k/edit?usp=sharing
- Picked up MyMahi
- Attended MyMahi course in Palmerston North and via Zoom
<https://docs.google.com/presentation/d/1nDCcq3RZbj5QkkkOMdMRkCc00MUzhUjNWue5Yc/edit?usp=sharing>



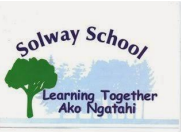
Kāhui Ako

- Lead staff meeting introducing MyMahi
- School Wide survey undertaken
- Data Analysis of entire school for 2020
<https://docs.google.com/document/d/1Jdfml92CvnTQ9ncaKhfEs2xSxG7jmgIkmd72bikxHiU/edit?usp=sharing>
- Currently working on a Mymahi term calendar and putting together the wellbeing program for 2021 (if new timetable goes through)
https://docs.google.com/document/d/1nYBmhQ69lZY4_Z8vrMb-JQt1N_RskKtSm8mtNAfCvb4/edit?usp=sharing
- Working on analysing the Kahui Ako Teacher Wellbeing survey and creating a presentation to principals.
<https://docs.google.com/document/d/1mPIVOLEWVfSRgOMIsIf3lzT2udcA5ht42ZuGw/edit?usp=sharing>



Solway Primary School





Solway Primary School - Within School Lead - 2020



The within school lead job for 2020 at Solway was focused around:

- the review and development of our local curriculum
- the wellbeing of students
- supporting the student led inquiry workstream pupils
- being part of the well being workstream

All these areas have direct link to the Kahui Ako achievement challenges in the following ways:

- Agency of learners - student agency workstream - student led inquiry
- Hauora / Support - wellbeing of students
- Capabilities - local curriculum review & development

What went on at Solway in 2020.....

Local Curriculum Review and Development *(this continues to be a project that will go through into 2021 as well as what has already been reviewed and developed starting to be used across the school)*

- Lead the staff through the local curriculum review - two T.O.D presentations + staff meetings
- Worked with Debra Ryan (Evaluate Associates) to narrow down each part of the curriculum to review and develop
- Unpacked the 8 principles of the NZC and worked as a staff to review these and make them localised (still working on this)
- Community survey/consultation to gather whanau voice
- Reviewed and developed our school Values/Key Competencies/ Motto and Vision/Principles
- Reviewed current assessment and reporting

Well being of Students

- Put into action some of the 2020 action plans that were developed from the 2019 well being survey
- Organised and analysed the 2020 well being survey
- Compared results from across Kahui Ako to our Sowlay results
- Developed a 2021 action plan around well being at Solway

Student led Inquiry

- I supported Morgan and Tayla to stay on track with their commitment and involvement in the student led inquiry workstream
- Met with the girls to determine their next steps
- Helped prepare them for hosting the student led inquiry group

St Matthews Collegiate



St Matthew's Collegiate School – Monika Theng WSL Whakaoriori Kāhui Āko

- Attends WSL meetings, contributes to the Wellbeing workstream, and keeps staff up-to-date about Kahui Ako goings-on
- In negotiation with principal Kiri Gill, has taken responsibility for school-wide approach to Culturally Responsive Practice (CRP) and Student Agency
- Attended workshop with Mark Treadwell on Student Agency
- Attended Tiriti o Waitangi workshop day
- Has led several one hour PD sessions on Agency and CRP with SMS staff (Jane and Amy have each accepted invitations to one of these sessions)
- As a member of a committee has helped plan and implement relevant school-wide PD
- Works with the teacher of Taha Maori to have an overview of what students are learning
- Contributes to the school Curriculum committee working to overhaul the junior curriculum to better facilitate student agency and engagement
- Attended Te Reo classes and enrolled five other SMS staff at UCOL Te Reo course
- Interviewed Maori and Pasifika students and compiled and shared profiles with staff
- Manages SMS Culture group to support and raise profile and liaise with Rathkeale group
- Promoted Te Wiki o Te Reo Māori
- Part of SMS Whanau Hui group
- Facilitated ten students to attend the Poi Porotiti workshop



Kristian Sherman-Ball – WSL



St Matthew's Collegiate School

- Attends WSL meetings, Contributes to the Transition workstream.
- Works with other WSL to information and keep staff up to date.
- Works with DP and PD committee to deliver PD and upskill on Digital technology and it's incorporation into lesson.
- Working to help design a website/app for student profiles.
- Member of several committees in school to help plan and implement curriculum change.
- Completed the Microsoft Innovative Educator Expert (MIEE) for 2020-2021, also gain the Microsoft Badge on 21st Century Learning Design along with other MSC qualifications.
- Have led numerous one-hour PD seasons on Digital technology and remote learning.
- Prepare whole school ready for remote Teaching and Learning before lockdown.
- Provided technology support during lockdown and helped staff and students over come issues with technology.
- Started the process to become a Microsoft showcase school

St Patricks School



St Patrick's School



- Two WSL's - Kim Teahan and Penny Thomson
- WSL's - follow up Kahui Ako workstreams and lead these areas in school
- Weekly meetings with the principal to discuss actions and progress
- ASL input at weekly meetings
- Regular feedback to staff at staff meetings
- Staffroom noticeboard about the Kahui Ako
- WSL roles across both areas of the school



St Patrick's Workstreams



Wellbeing

- Follow-up survey completed with Year 4-6 students to get more in-depth information in regards to areas of concern from NZCER survey
- Emotional wellbeing identified as an area of concern which has now fed into the strategic plan for 2021-2024
- 2021 Annual Plan - focuses on Staff & Student wellbeing
- Socio-emotional resources developed that align with the school Gospel virtues
- Staff wellbeing - NZCER Teacher Workplace survey

Progressions

- Contact with ECE before starting school established (LSC visits and collection of info)
- Contact with Intermediate schools and visits arranged for all students with anxiety.
- Surveyed year 6 students to determine anxiety levels for 2021 and the move to Intermediate
- Started conversations about internal school transitions



Te Kura Kaupapa Māori o Wairarapa

Welcome to Te Kura Kaupapa Māori o Wairarapa who joined the Kahui Ako in term 3 this year. We look forward to see what their WSL, just appointed works on next year!



Tinui School



Collaboration with Whareama School

Purpose: To encourage collaboration between Junior classes of Tinui and Whareama Schools
Schools are only 10 mins apart and so many opportunities / initiatives are available
for the senior children - why not the younger children?

- Visit to Tinui (July) for a morning of collaborative learning, lots of games, chatter and a shared kai!
- We encouraged learning, communication, familiarity and laughter - therefore a sense of well-being between junior classes
- Reciprocated with visit to us with a walk In the Rewanui native - 11 December

Challenges: - Locking in a time / date that suits us both and COVID and buses!



Tinui Playgroup to School Transition

- This year has been messy for Tinui School with Covid-19 and the resignation of the Principal. This has also meant a change in staff for the COL.
- Despite this we have been able to focus on strengthening the relationship with Tinui Playgroup and Whareama School Junior Classes.
- The Tinui Playgroup collaboration is helping to ease the transition from playgroup to school for the children and their whanau.
- Working more closely with Whareama School at the Junior levels, and even Playgroup, will encourage wider, long term relationships for the children across the communities.

Where to next: Whareama Playgroup is hosting Tinui Playgroup next week - our collaboration initiative includes ECE now!



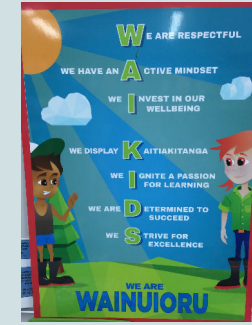
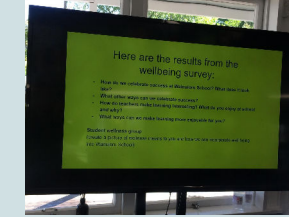
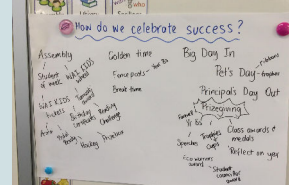
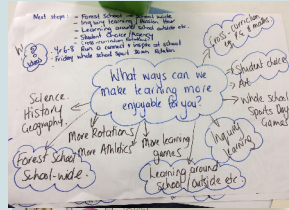
Wainuioru School



Wainuioru Kahui Ako 2020

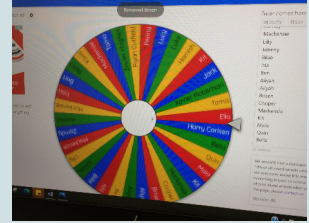
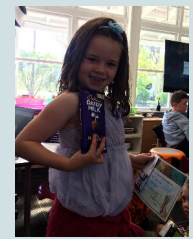
Analysis of Surveys and Reports

- Analysing 2019 wellbeing survey results.
- Using 2019 survey results to guide us in our school focus. Report completed and shared with staff and BOT
- Completed 2020 wellbeing survey across the school cohort.
- Analysed this data - strengths and weaknesses, future focus
- Shared data with our whole staff, got feedback and discussed future goals as a team.
- Shared results with the students at a whole school assembly and got their feedback and ideas.
- Shared wellbeing survey results with the BoT.
- Next steps created. E.g WAI KIDS collecting cards - to increase teachers and students awareness of our values.
- Discussion in the pipeline.
- Working as a shared collaborative WSL role



WAI Kids values- said each assembly and taught explicitly. 1 value focused on a term and two children from each class to go on principals day out that demonstrate that value.

Sharing the 2020 Wellbeing Survey results and getting feedback from students.



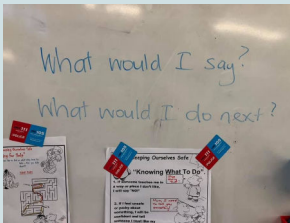
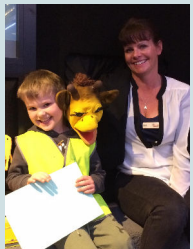
WAI Kids Award at the end of each term to celebrate those displaying our WAI kids values



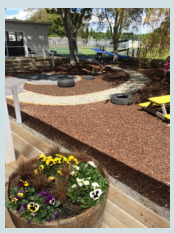
2021 Ideas- Forest School to become school wide, Passion hour/ Inquiry across whole school, Outdoor learning areas, more student agency, House groups, Student Wellbeing group (students to meet and discuss each week),

Forest School:

- Created to explicitly teach Key Competencies and WAI KIDS Values.
- To connect students to the land, environment and community
- To enhance the special character of our rural school by promoting a strong community partnership
- To improve student wellbeing- physical, mental and spiritual - through play
- To reinforce Circle Time learning.



- **Outside sources** such as Life Education and Police Education to reinforce our school values. (pics above)
- **Wellness Garden** created (see pics below)



A quiet outdoor area that children can sit in.
Reflection spot

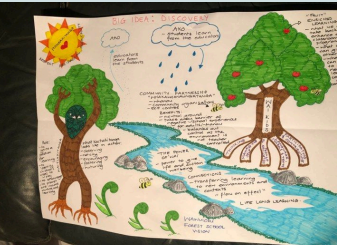


Whole school reading challenge with home partnership.

Focus

- To make learning interesting and engaging
- Encourage child/ School/ home partnership
- To celebrate success

Tuakana Teina:
Poroporo students creating All About Me school booklets for New Entrant students



WHANAU	EDUCATORS	TAMARIKI
Children can be a mixed crew of characters and it's not all about the dog!	Students come with complex needs that we need to deal with in our classrooms.	Life can be difficult. We want to help you get your head above water.
Save you some time on Google and there are some links and books that may be of help.	If you have found some great information or helpful links please send to the Green Team.	Apps for you to look at. You're looking for the right one to use.

Wellbeing Stream- Working on Google Slide that has links to websites that promote wellbeing.

Wairarapa College



Wellbeing and Digital Learning

- Wellbeing at School Survey

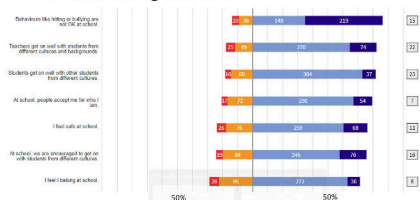
- 440 students
- Workshopped with 3 classes to unpack responses
- Presented to staff including student voice with reflection time
- Presented to BOT

- Digital learning

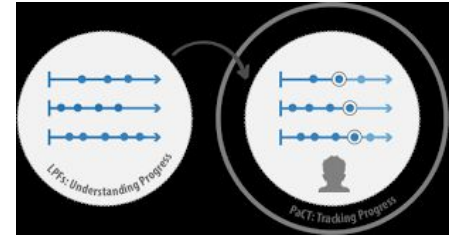


- Helped with digital support prior to and during lockdown
- 3 x WSL facilitated 11 weeks of PLD workshops
- Preparation for BYOD 2021
 - Policies
 - Guidance
 - BYOD whanau nights

Positives: Caring and Safe



Learning Progressions Framework



- Investigating and learning about the LPF and PaCT tool as a way of tracking literacy (and numeracy) through Year 9 and 10
- Sharing knowledge with other key staff to build understanding
- Investigating how this will work in with current assessing and tracking of literacy through our junior school
- Working towards achieving a smooth transition of literacy and numeracy data between schools (esp. from Year 8 to Year 9)
- Trialing using the LPFs and PaCT tool with Year 9 students before the end of the year

Culturally Responsive

Working with outside providers to facilitate and grow the principles of Culturally Responsive Practise.

Pedagogical Growth Practise

Evidence Collection.
20 mins classroom observation provides evidence for the teacher to reflect on.

Critical Learning Conversation
opportunity for teacher to reflect on observation

Whakawhanaungatanga

The process of establishing links, making connections and relating to the people one meets by identifying in culturally appropriate ways,

Survey of staff, students and community.

Rongohia te Hau

Evidence gathering tool that gives schools a picture of their pedagogy. It offers a snapshot - a slice in time - that provides a representative sample across the school that gives a picture of what the pedagogy could look like on any given day.

Teaching and Learning

- Leading a staff working group around the Teaching and Learning boulder of our strategic plan, transforming this into annual plan goals for 2020
- Promoting the need for training in culturally responsive and student-centred pedagogy, such as student agency and differentiation
- Presenting workshops on differentiation in professional development workshops for teachers, preparing to incorporate this pedagogy in 2021 and beyond
- Beginning work on a new junior curriculum; visiting other schools to imagine what could be done

Whareama School



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In the Rewanui Forest Park - 11 December

Challenges: - Locking in a time / date that suits us both and COVID and buses!



Whareama Playgroup to School Transition

- This year as a WSL, I have been part of the Kahui Ako sub cluster (ECE to Primary)
- Very lucky to now have Whareama Playgroup utilise our old Library once a week as their playgroup venue. Great to have them on -site and now so easy for the playgroup children to assimilate into a Junior classroom environment. Due to funding Playgroup now has a fabulous, large, warm learning space with a modern kitchen that is easily accessible to all
- As we are now in the same building, have formed strong relationships with the Playgroup Mums

Where to next: Whareama Playgroup is hosting Tinui Playgroup next week - our collaboration initiative includes ECE now!

