



Our mission is to empower children with a love of learning so that they are adaptable and creative



Worser Bay School 2010



We value:

- Respect for each other, our environment and ourselves
- Honesty integrity and trust
- Reflecting the bicultural/multicultural nature of Aotearoa/New Zealand
- Challenging and supporting each child
- Integrated and holistic approaches to learning

Our strategic goals are:

- Excellence in achievement
- An engaged community
- Highly effective teachers who strive for excellence
- Celebrating our place



About us:

Worser Bay School - Te Kura o Whetukairangi, a community school packed with happy, confident learners.

Our school is unique; a small school with big ideals. Our children and teachers learn together in a variety of ways through a team teaching environment, growing together to be the best we can. A collaborative approach is taken to the key competencies and children learn within their home groups, ability groups, and whanau groups, right across the school.

We seek opportunities to work and plan together as a whole school, involving our supportive parent community as much as possible. The wider community is also a focus and we enjoy getting out and about in the neighbourhood as well as bringing the community into the school.

We **celebrate our place**: our historic school site, our unique environment, our school values and how we contribute to our world. These concepts underpin everything we do.

At Worser Bay School, we strive for **excellence in achievement**. We have high expectations for our children who are encouraged to make decisions about how our teaching and learning programme is shaped. Students and teachers share the ownership of what happens in the classroom.

“Students have opportunities to reflect on their learning. Student-led conferences ...encourage them to review their own performance and share this information with their families.” 2008 ERO Report.

Our school promotes an **engaged community**, both within the school and the community. Our children all know each other; all the students, throughout the school, have the chance to work with each other – and all of the teachers. We make the most of our neighbourhood, children spend time outside of school, be it making the most of the beautiful Worser Bay Beach or visiting nearby attractions or facilities. We have a strong and loyal parent community and encourage all parents to initiate involvement with the school.

“The principal has utilised research to inform the community and guide decision making.” 2008 ERO Report.

Professional development for our teachers is key; we provide an environment where **highly effective teachers are encouraged to strive for excellence**. We are all learning and we are constantly looking for ways to improve what we do and how we do. Teachers are reflective and work together to question how we can add value to student learning.

Cultural Diversity and Maori Dimension

WBS reflects New Zealand's Cultural Diversity by:

- Valuing and accepting all cultures within the school through active encouragement of non racist school culture and ethos.
- Ensuring that students from all cultures are treated with dignity and respect and all staff members will actively work towards maximising the potential of each student.

WBS reflects the unique position of Maori culture by:

- Developing an awareness of Te Mana o Aotearoa and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

WBS incorporates Tikanga Maori into the curriculum by:

- Creating opportunities to regularly reflect on the unique history of the school through the development of our own karakia, kuaha, signage and protocols.

WBS consults with the Maori community by:

- Sharing student achievement data and progress with Maori community representatives twice yearly.
- Discussing planning and developments within the school for Maori with the Maori community on a regular basis.

A bit of history:

The school was established in 1897, on a historically significant pa site. The Ngai Tara tribe called the pa Whetu-kairangi (star gazer) to convey the idea it was located on high ground, from which only the stars and sea might be seen.

Please refer to our website www.worserbay.school.nz for further information.

WORSER BAY SCHOOL STRATEGIC PLAN 2010-2013

GOALS (1)	(2)	KEY PERFORMANCE INDICATORS
1. Excellence in achievement	<ul style="list-style-type: none"> • Shared knowledge and in-depth understanding of excellence across all learning areas and key competencies for teachers, students, BOT/Community • High expectations for all • Excellence across all learning areas 	<ul style="list-style-type: none"> • Student progress as evidenced through Student Led Conferences, National Standards and valid and reliable data • Teacher planning and action encourages student engagement and achievement
2. An engaged community	<ul style="list-style-type: none"> • Communication is clear, reciprocal, timely, tiered and purposeful • There is a clear understanding of the 'Why?' • Building positive, trusting, two way relationships • Active parent involvement across the school 	<ul style="list-style-type: none"> • Parents are up to date and understand what's going on • Parents are proactive in approaching the school and feel valued • Mutual trust between school and home who work together to improve student achievement • Teachers communicate regularly and constructively with students, parents and each other

GOALS (1)	(2)	KEY PERFORMANCE INDICATORS
3. Highly effective teachers who strive for excellence	<ul style="list-style-type: none"> • Priorities are clear and shared school wide • Maintaining a focus on the big picture • Teachers have shared ownership • Individual accountabilities and responsibilities are understood • Teachers work collaboratively, utilising individual strengths • Teachers seek opportunities for constructive feedback • Teachers are able to provide critique and feedback • Teachers are focussed on improving practice • Teachers are continually learning 	<ul style="list-style-type: none"> • Curriculum teams achieve their outcomes • Individual and collective development goals are achieved • Changes to practice occur after specific and timely feedback • Teachers model key competencies effectively • Teachers actively participate in professional learning
4. Celebrating our place	<ul style="list-style-type: none"> • Emphasising a future focus. • Creating opportunities to develop 'cultural intelligence' • Preparing students as members of a wider/global community • Environmentally focussed • Ownership of 'our place' by students, parents, staff • Shared vision and values 	<ul style="list-style-type: none"> • School events are linked to what's happening in the school • Diversity is celebrated • Establishing links beyond the Worsler Bay Community • Optimum use of school environment and resources • Common direction, language and behaviour