



# SCHOOL CHARTER STRATEGIC AND ANNUAL PLAN FOR HURUPAKI SCHOOL 2020 – 2023

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# Hurupaki School 2020 – 2023

## Introductory Section Strategic Intentions



### Description

Hurupaki Primary School is situated approximately 8 kms North West of Whangarei City. It is a Decile 8 school with a fluctuating roll of 300 - 340 children.

The school is well resourced and is set within spacious grounds containing a solar-heated swimming pool, a large school hall and state-of-the-art library. The child-focused play areas include extensive sports fields, adventure playground, netball/tennis courts, a junior 'pirate ship' playground adjoining a 'desert island' sandpit. A challenging climbing frame – the 'Roplay Ball', a fitness trail and a 506m long bike track.

The children take great pride in their friends, their school and its environment and reflect our motto "Hurupaki Cares". A special feature of our school is the fact that it sits at the foot of Hurupaki Mountain where a wetland area has been developed. This unique resource is our focus for environmental education and is also used for study by other schools and educational organisations. Our children, from Year One to Year Six, work hard in their environment to keep it healthy and attractive. We have a Silver Enviroschools award for our commitment to creating this sustainable environment.

Our teachers are a dedicated team of professionals who work together to deliver the highest standards of education, in its widest sense, to our children. Our support staff are an integral part of the team and together their enthusiasm and commitment to ongoing professional development and training helps us be the best we can be.

The Hurupaki Kindergarten is located on school grounds on the Three Mile Bush Road boundary. They have an active relationship with our school and are able to use our facilities as needed.

Our school community includes a significant number of adults who assist us by taking an interest in giving our children the best opportunities as they start out in life. They may be helping in the classroom or with resources on a regular basis, attending school camps, fundraising, sharing particular expertise or bringing the whole family in for a "working bee". Educare offer an after school service on the school grounds for working parents.

Fundamental to our school community is the 'Parent Support Group' - not only do they raise funds, they also organise social functions that underpin the community feeling of our school.

We are driven by sound Principles from the New Zealand curriculum: high expectations; learning to learn; Treaty of Waitangi; community engagement; cultural diversity; coherence; inclusion and future focus.

We promote a strong values focus. Our three community-agreed school values are:

- *ATAWHAI* - CARING
- *WHAKAUTE* - RESPECT
- *KAWENGA* - RESPONSIBILITY

Our school name and school logo has considerable meaning:

Hurupaki means 'to cover with a cloak'. It refers to the mountain being covered by the mist.

**The Mountain provides stability and a protective aura.**

**The Mist signifies clarification through education.**

School Vision	<b>Learning Today for Tomorrow Ka ako i tenei rā mō āpōpō</b>
Values	Caring – <i>Atawhai</i> , Respect – <i>Whakaute</i> , Responsibility - <i>Kawenga</i>
Learner Qualities	Initiative – Creative – Resilient – Problem Solver - Adaptable
Our Teaching Philosophy	<ul style="list-style-type: none"> <li>▪ students are helped to make the ‘right choices’ in all aspects of learning and behaviour;</li> <li>▪ students develop a sense of social responsibility and citizenship;</li> <li>▪ students develop a growth mindset;</li> <li>▪ students are excited by their learning: motivated to become life-long learners, confident users of digital technology, developing talents to take full advantage of the next stage in their learning journey;</li> <li>▪ students have opportunities to make an impact and enhance our world;</li> <li>▪ students and staff enjoy an excellent rapport, with a high level of mutual trust and respect between all involved;</li> <li>▪ parents are welcome and their contributions valued;</li> <li>▪ students are given opportunities to experience success in key competencies and in all learning areas so their talents are developed;</li> <li>▪ students develop a positive sense of identity and value cultural diversity;</li> <li>▪ our students do their best, are proud of their achievements, and are able to identify realistic learning intentions and success criteria;</li> <li>▪ teachers engage students and enhance their learning by providing focused, powerful learning experiences both in and outside the classroom;</li> <li>▪ students are strategic learners, creative and critical thinkers developing good self-directed learning habits;</li> <li>▪ students are treated with respect and dignity and all cultures within the school are valued and accepted;</li> <li>▪ environmental education focuses on our school wetlands, the local area, and the importance of sustaining the environment for the future.</li> </ul>
Maori dimensions and Cultural Diversity	<p>Hurupaki School, as appropriate to its community, will develop practices that reflect New Zealand’s cultural diversity and the unique position of Maori culture.</p> <p>In recognizing the unique position of Maori, Hurupaki School will take all reasonable steps to provide instruction in tikanga (Maori culture) and te reo Maori (Maori language).</p> <p><b>To enhance the achievement of Maori pupils, the school will adopt the following protocols:</b></p> <p>Our belief is that every Maori student will:</p> <ul style="list-style-type: none"> <li>▪ bring prior experience and knowledge to the classroom;</li> <li>▪ receive feedback and feed forward from their teachers and peers;</li> <li>▪ engage in constructive collegial learning with their peers;</li> </ul> <p>Our vision for our teachers is to have them involved in ongoing professional development so that they are committed individuals who are dedicated to improving the achievement of our Maori children in the following ways:</p>

	<ul style="list-style-type: none"> <li>▪ they care about and respect our children;</li> <li>▪ they take ownership for the performance of our children by establishing high expectations;</li> <li>▪ they create a secure, safe, well managed family-like learning environment;</li> <li>▪ they develop positive relationships and engage in effective teaching interactions;</li> <li>▪ they recognise, celebrate and value the diversity of the cultures within the class;</li> <li>▪ they use effective strategies to promote and sustain change;</li> <li>▪ they promote and monitor sound educational outcomes for every child.</li> </ul> <ul style="list-style-type: none"> <li>▪ The Board will involve the local Maori community wherever possible, to gain an insight into particular needs and values. This may be done formally or informally - by consultation, inviting parent involvement, hapu involvement, encouraging Maori board membership and leadership.</li> <li>▪ The Board will provide opportunities for students to learn in and about Te Reo and Tikanga Maori.</li> <li>▪ Hurupaki School programmes will incorporate the values and knowledge of Maori and in particular local Maori knowledge.</li> <li>▪ The school will provide cultural experiences and recognise Maori needs with Marae visits, consultation, parental involvement, and use of community Maori resources.</li> <li>▪ Staff development should include Te Reo Maori, Tikanga Maori and cultural awareness.</li> <li>▪ Through assessment, information and analysis, the Board of Trustees will gain a realistic perspective of the achievement of Maori within the school and therefore, will be able to implement programmes as required to allow Maori students to realise their potential and talents.</li> <li>▪ The school will provide a welcoming atmosphere for all parents and children at Hurupaki School.</li> </ul>
<p>Priorities</p>	<p><b>Local priorities are:</b></p> <ul style="list-style-type: none"> <li>▪ providing opportunity for success in all key learning and competency areas of the New Zealand curriculum;</li> <li>▪ providing a safe physical and emotional environment for students;</li> </ul> <p><b>Local priorities are identified through:</b></p> <ul style="list-style-type: none"> <li>▪ the school's programme of self review;</li> <li>▪ consultation with Hurupaki School's community;</li> <li>▪ analysis of the school's assessment data.</li> </ul>
<p>Community Consultation</p>	<p><b>Community Partnership and Consultation Procedure</b></p> <p>Regular communication from the school will be bi-weekly in school newsletters and through the school website: <a href="http://www.hurupaki.school.nz">www.hurupaki.school.nz</a> with occasional surveys, newspaper and other media briefs as required. From time to time, community information and consultation evenings will be held at the school to foster two-way communication.</p> <p><b>Guidelines</b></p> <ul style="list-style-type: none"> <li>▪ at the end of the financial year an annual report, consistent with the Government Annual Reporting Guidelines and a financial statement, duly audited, shall be tabled and made available for public scrutiny at the school's office and on the school website;</li> <li>▪ the community will be consulted regarding policy development as appropriate;</li> <li>▪ the meetings of the Board shall be open to the public;</li> <li>▪ the Board shall consult with the community in general as well as the Maori community concerning the School Charter and any necessary review of the Charter;</li> <li>▪ parents will be encouraged to contribute and/or participate in school activities;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ the School has an open-door policy but parents are asked to respect the rights of children and teachers as they go about their daily work. Parents may need to approach teachers, office personnel, or the Principal to arrange suitable times for visits;</li> <li>▪ the school is committed to upholding the work plan and actions of the Te Tai Raki Whangarei Kahui Ako.</li> </ul>
Review of Charter	<p>The strategic plan review started in 2019 to commence 2020 – 2023.</p> <p>It was decided that it would make sense for the school to adopt Te Tai Raki Whangarei Kahui Ako Achievement Challenges as the school’s strategic goals, so that we are working from one plan rather than two. The community were consulted through the newsletter and were invited to have their say and give feedback about these goals via email, phone, or in person. Parents were also invited to have their say while the 2019 student – led – conferences were being held. A display board was available in the library where the Principal and DP were available to talk about any potential new initiatives. After that, the consultation board stayed in the admin reception area with post it-notes and pens, for the whole school community to have a say until the end of 2019. Teachers contributed their ideas to the goals, which were outlined on a whiteboard in the staffroom for the last two school terms in 2019.</p>



# HURUPAKI SCHOOL

## Learner Qualities

Adaptable  
Resilience  
Creative  
Problem solver  
Initiative

## VISION

Ka ako i tenei rā mō āpōpō  
Learning Today for Tomorrow

## VALUES

Respect. Kawenga – Responsibility. Atawhai – Caring.

### Strategic Goal 2020 – 2023 CULTURAL RESPONSIVENESS

Apply culturally responsive teaching practices to support effective learning for all.

Develop culturally confident and capable staff to support Maori learners achieving success as Maori.

Learning programmes with effective inclusion of te reo and te ao Maori to honour te Tiriti o Waitangi.

### Strategic Goal 2020 - 2023 AUTHENTIC AND MEANINGFUL LEARNING

Engage students in programmes that inspire, involve real-world problem solving and innovation.

Use an integrated approach whenever possible to achieve excellence in the foundation learning areas of reading, writing and maths.

Empower students through effective personalised learning to support learner agency.

### Strategic Goal 2020 - 2023 WELLBEING

Develop systems and a wellbeing framework to guide school practice.

Develop and promote wellbeing guidelines with and for staff.

Provide an environment at school that supports and promotes wellbeing for students.

Hurupaki School Vision	Learning Today for Tomorrow		
Our Values	<i>Responsibility – Kawenga, Respect – Whakaute, Caring - Atawhai</i>		
Our Strategic Goals 2020 -2023	Cultural Responsiveness	Authentic and Meaningful learning	Wellbeing
<p><b>Our Strategic Programmes 2020 - 2023</b></p>	<p>Apply culturally responsive teaching practices to support effective learning for all.</p> <p>Develop culturally confident and capable staff to support Maori learners achieving success as Maori.</p> <p>Learning programmes with effective inclusion of te reo and te ao Maori to honour te Tiriti o Waitangi.</p>	<p>Engage students in programmes that inspire, involve real-world problem solving and innovation.</p> <p>Use an integrated approach whenever possible to achieve excellence in the foundation learning areas of reading, writing and maths.</p> <p>Empower students through effective personalised learning to support learner success and agency.</p>	<p>Develop systems and a wellbeing framework to guide school practice.</p> <p>Develop and promote wellbeing guidelines with and for staff.</p> <p>Provide an environment at school that supports and promotes wellbeing for students.</p>
<p><b>Rationale</b></p>	<p>New Zealand is a bicultural country. We have a treaty that needs to be upheld. The aim of the treaty was to support mutually beneficial relationships and to protect the rights of Maori, but it is clear the treaty has not been honoured in its entirety. Schools have the opportunity to make a difference to the future of our Maori people and the success of Aoteroa. The provision of te reo Maori is important to revitalise the language for a people who have suffered significant language loss. It is important to locate our curriculum in New Zealand’s history, starting with the local area and the environment. Learn about what was and who was there before colonisation. Our history shapes our identity and environmental stewardship is a powerful tool for connectedness. Having an understanding of pedagogy that is best for Māori is important.</p>	<p>Learning is most relevant when it is linked to real-world learning scenarios, crosses learning disciplines and allows for personal choice and interest. Shifting from holders of knowledge into facilitators of knowledge creation and application is a big change in role, and is a huge learning curve for teachers. Knowledge construction activities require students to generate ideas and understandings that are <i>new to them</i>. In today’s workplace successful workers must be able to generate and test creative ideas in order to solve a problem with a real set of requirements and constraints. Innovation requires students to implement their ideas, designs or solutions for audiences outside the classroom. Developing team work, problem solving skills and empathy are all vital skills in both work and life. A transdisciplinary, inquiry, project-based approach to learning develops students in a holistic manner so they can flourish in society.</p>	<p>How children feel at school has a major impact on how confident they are and how well they learn. It is important to better understand and respond to wellbeing challenges and to promote wellbeing for our children and our staff. Looking after student wellbeing will support every student to become a confident, connected, actively involved lifelong learner. Opportunities for leadership, responsibility and to have their opinions heard and acted on is important for student wellbeing along with practices that empower them to take responsibility for their actions. A practice of mindfulness and stress management is important and asking for help should be normalised.</p>
<p><b>Quotes</b></p>	<p><i>“As teachers improved their skills with providing a family-like context for learning, student engagement increased at an increasing exponential rate.”</i> Russell Bishop</p>	<p><i>“Creativity now is as important in education as literacy, and we should treat it with the same status”</i> Sir Ken Robinson <i>“Its not about what teachers cover; its about what students discover”</i> unknown</p>	<p><i>Our mental health and our wellbeing is co-created through our relationships”</i> Deborah Hill-Cone.</p>

## Hurupaki School 3 Year Outlook LEARNING TODAY FOR TOMORROW

Hurupaki School Strategic Goal 1: Cultural Responsiveness LEARNING TODAY FOR TOMORROW					
Strategy	Current Reality	2020 initiative	2021 initiative	2022 initiative	2023 - 3 year outcome
<p><b>Maori learners enjoying and achieving educational success as Maori</b></p>	<p>Great strides have been taken over the last five years to improve our level of cultural responsiveness. The whole school learns kapahaka. In addition to including te reo and tikanga Maori in learning programmes, all teachers are expected to teach te reo Maori for a minimum of 30 minutes per week. There is an annual expectation that the Treaty of Waitangi is taught, along with a celebration of Matariki, an aspect of NZ history, and a Whanau Day event. Teachers have started on the journey of Culture counts; Relationships Based learning PLD to address deficit thinking. Hapu contribute to our curriculum plan.</p>	<ol style="list-style-type: none"> <li>1. Start a bilingual class for Y4-6 students.</li> <li>2. Teachers undertake studies in te reo Maori.</li> <li>3. Effective culturally responsive teaching strategies are nurtured through the Culture Counts Relationships Based Learning programme – providing a family-like context for learning.</li> <li>4. A teacher will be appointed as a within school leader to lead RBL practices in the school.</li> <li>5. An early NZ Maori history topic will be implemented in a way that inspires students and allows them to make connections with past and present.</li> <li>6. Curriculum reflects culture and identity with explicit teaching of te reo Maori.</li> <li>7. Maintain relationship with hapu to support culturally responsive environment.</li> </ol>	<p>Ascertain interest in a junior bilingual class.</p> <p>Most teachers using te reo Maori for greetings, instructional language, and start of day tikanga.</p> <p>Continue CC RBL Impact Coaching – train two more teachers. Effective teaching practices will see shifts toward the North East in relation to CC RBL research.</p> <p>Explicit teaching of te reo Maori and early NZ Maori history topics that engage learners and allow them to explore rights and responsibilities</p> <p>Maintain relationship with hapu to support culturally responsive environment.</p>	<p>Possibly two bilingual classes at Auroa Maori immersion level 2. All other classes at a minimum of Auroa Maori immersion level 3-4.</p> <p>All teachers using te reo Maori for greetings and instructional language.</p> <p>Continue CC RBL Impact Coach programme – all teachers trained as Impact coaches. Effective teaching practices will see greater shifts toward the North East in relation to CC RBL research.</p> <p>NZ History curriculum expectations will be refined and evident.</p>	<p>All classes at a minimum of Auroa Maori immersion level 3, and up to 2 class at Rangai Maori immersion level 2.</p> <p>The majority of teachers teaching in the North East (using culturally responsive practice – the extended family-like context for learning) as per the CC RBL research.</p> <p>Curriculum is established that reflects culture and identity, knowledge about local places and people significant to iwi and hapu, specific te reo Maori learning. NZ history curriculum incorporating a Maori perspective is established and taught.</p> <p>Children and teachers use te reo Maori with increasing fluency.</p>

**Hurupaki School Strategic Goal 2: Authentic And Meaningful Learning** LEARNING TODAY FOR TOMORROW

Strategy	Current Reality	2020 initiative	2021 initiative	2022 initiative	2023 - 3 year outcome
<p><b>Motivated, engaged, empowered learners – leading their own learning, making an impact and enhancing our world</b></p>	<p>Mixed ability grouping is expected. Teachers inquire into the effectiveness of their practice in relation to target students with acceleration plans for priority learners. Progressions based learning is used, allowing students to set goals, reflect, monitor and lead their own learning. A new student management system, LINC-ED, was started in 2019 to support this and to provide real-time reporting. Personalised inquiry has been introduced but is not consistent across the school. A new school learning model, BRACE, has been developed to provide an inquiry / Genius hour framework.</p>	<p>1. Personalised learning will be prioritised through strategies such as project based learning Years 4-6 and DIP time.</p> <p>2. learning through play approaches will be implemented weekly Yrs 1-3.</p> <p>3. Flexible timetabling will be used to give students choices about when, where, how and with whom they will learn.</p> <p>4. An integrated approach to curriculum delivery will become evident.</p> <p>5. Digital tech and aspects of STEAM learning will be prioritised and supported.</p> <p>6. Programmes that foster student agency and high achievement will be implemented.</p> <p>7. Teachers and Y4-6 students successfully using LINC-Ed for real time reporting.</p>	<p>Prioritise personalised learning (learning through play or project based such as Genius Hour) in a way that develops collaboration and communication skills.</p> <p>Effective programmes that promote high achievement and student agency will be embedded. Review math resources and literacy approaches.</p> <p>An environment that supports innovation and real world applications such as maker spaces will be provided.</p> <p>An integrated cross curricula approach to learning will become consistent across the school with systems to support this. A balance of STEAM learning activities will be evident.</p> <p>Digital technology – coding and robotics will be embedded into the curriculum</p> <p>Flexible timetabling will be consistent across the school.</p>	<p>Embed personalised learning (learning through play or project based inquiry such as Genius Hour) in a way that develops collaboration and communication skills.</p> <p>An environment that promotes high achievement, innovation and real world applications is evident.</p> <p>Flexible timetabling will be embedded across the school.</p> <p>An integrated approach to learning will become embedded across the school.</p> <p>A balance of STEAM learning and maker spaces will be evident across the school</p> <p>Review literacy approaches</p>	<p>Students demonstrate effective thinking skills for real world problem solving, innovation and the construction of new knowledge in areas that interest them.</p> <p>Students confidently demonstrate creativity, collaboration and communication skills.</p> <p>95% of students achieving ‘at or above’ across the curriculum.</p> <p>An integrated, concept based, multi-disciplinary flexible approach to learning is embedded with systems to support this.</p> <p>Students demonstrate a high level of skill in STEAM learning e.g creators and communicators of programming design.</p> <p>A balance of STEAM learning and maker spaces will be embedded across the school</p>

### Hurupaki School Strategic Goal 3: Wellbeing LEARNING TODAY FOR TOMORROW

Strategy	Current Reality	2020 initiative	2021 initiative	2022 initiative	2023 - 3 year outcome
<p><b>Gain knowledge to support wellbeing and move toward a pro-active approach to wellbeing</b></p>	<p>Mixed ability grouping is expected to ensure that all children experience success without having the stigma of being in “the lowest group”, which reduces self-efficacy. An improved level of relationship based learning and providing a family-like context for learning is being focused on, which is an important contributor to wellbeing. A new focus on Growth mindset, the “learning pit” and five learner qualities contribute to learning success. One of the school values, Atawhai/caring, also contributes to wellbeing in that there is an expectation of caring behaviour toward others.</p>	<ol style="list-style-type: none"> <li>1. A within school leader (WSL) will be appointed to lead wellbeing in the school.</li> <li>2. Work will start on the development and collection of ideas for a wellbeing framework for our school.</li> <li>3. Staff and teacher wellbeing will be a priority this year, particularly related to the actions of the kahui ako initiative.</li> <li>4. The Hurupaki Cares value will be modelled by teachers and will be recognised with a reward system schoolwide – to be monitored for effectiveness.</li> <li>5. Inclusive and positive relationships between students will be nurtured with student’s strengths being valued.</li> </ol>	<p>A school wellbeing framework will be developed.</p> <p>Guidelines will be developed to support children with social or emotional needs. Address social inclusion, tall poppy syndrome, upstanders.</p> <p>The Hurupaki cares reward system will be continued if effective – monitor.</p> <p>Wellbeing will be woven within and across the curriculum- responsive, negotiated curriculum.</p> <p>Positive relationships will be evident between teacher and students.</p> <p>Teachers and students will have a developing understanding of a pro-active approach to wellbeing and personal responsibility for wellbeing.</p>	<p>Work will start on actioning a new school wellbeing framework</p> <p>Student-led initiatives will be supported</p> <p>Wellbeing will be woven within and across the curriculum- responsive, negotiated curriculum.</p> <p>Positive relationships will be increasingly evident between teacher and students.</p> <p>Teachers and students will have a developing understanding of a pro-active approach to wellbeing and personal responsibility for wellbeing.</p>	<p>A school wellbeing framework will be in place guiding practice and procedures.</p> <p>School procedures and teacher practice will be improved through student voice.</p> <p>Student-led initiatives will be evident.</p> <p>Wellbeing will be woven within and across the curriculum- responsive, negotiated curriculum.</p> <p>Teachers and students will have a clear understanding of a pro-active approach to wellbeing and personal responsibility for wellbeing.</p>

## 2022 Goal: Cultural Responsiveness – Learning Today for Tomorrow

Maori learners enjoying and achieving educational success as Maori	Initiative	Actions	Who	When	Measure of Success	Traffic Light Status	Outcome
	Apply culturally responsive teaching practices to support effective learning for all.	<p>Appoint a second lead RBL impact coach and ensure there is release time for this.</p> <p>Have one or two more permanent teachers do the RBL training.</p> <p>Effective culturally responsive teaching strategies are nurtured through the principles of the RBL programme and will be expected – PL, FB FF, CoCo, PS.</p> <p>Teachers will gather student feedback about the effectiveness of their practice.</p>	RP SM ML DP	T1-T4	Teachers provide a family-like context for learning and apply CC RbL principles with positive feedback about their practice from student voice. Effectively led and monitored by two lead teachers, DP and Principal. Observations and coaching conversations will have led to an improvement in teacher practice. Evidence will be graphed and we expect to see an increase in shifts to the north east as per Russell Bishop’s research. Goal for 2022 – power sharing. Teacher practice reflects agentic thinking; mixed ability grouping, learners supported to work with peers developing collaborative skills.		
	Develop culturally confident and capable staff to support Maori learners achieving success as Maori.	Teachers will be encouraged and supported to use te reo Maori for greetings and instructional language, start the day with karakia and himene, and increase the amount of explicit te reo learning in the class. Engage a tutor for staff one hour per fortnight throughout two terms later in the year.	All	T1-T4	Employ te reo and kapa haka tutor, plus teachers take responsibility for teaching te reo Maori a minimum of 30 mins per week. Staff engage in te reo Maori learning, hopefully with face to face tuition to be immersed in the language.		
	Learning programmes with effective inclusion of te reo and te ao Maori to honour te Tiriti o Waitangi.	Teachers explicitly teaching te reo in class 30 mins each week and up to 30 mins daily in bilingual class.	RP AR	T1-T4	Improved level of fluency and acceptance of te reo Maori across the school. Te reo and te ao Maori evident across the curriculum; on walls, orally and in books.		
		An early NZ Maori history curriculum will be put in place to meet national expectation and as part of our local curriculum. Curriculum reflects culture and identity with explicit teaching of te reo Maori.	All T	T1-T4	NZ Maori History topic from the new national curriculum being taught.		

## 2022 Goal: Authentic and Meaningful Learning – Learning Today for Tomorrow

Motivate, engaged, empowered learners making an impact and enhancing our world.	Initiative	Actions	Who	When	Measure of Success	Traffic Light Status	Outcome	
	Engage students in programmes that inspire, involve real-world problem solving and innovation.	Enviro programme integrated into the curriculum across the school by WSL as part of our local curriculum.	RP SM KH		T1...	WSL appointed – liaise with external providers regarding environmental education, social action and enjoying the outdoors. Liaise with teachers to support this integration into the curriculum. Digital tech, including robotics and coding is increasingly evident as part of the core curriculum, along with engineering and science and visual arts. The quality of visual arts teaching will be improved by providing support for teachers across the school.		
		Learning through play in Years 1-3 ensuring daily workshops in reading, writing, maths take place as well.						
		Embed digital tech- especially robotics and coding. Other aspects of STEAM will be prioritised and supported – focus on Science and the Arts.	DP KM	T1...				
	Use an integrated approach whenever possible to achieve excellence in the foundation learning areas of reading, writing and maths.	Consolidate use of the structured literacy programme with all new entrant, year 1-3 students. Appoint a lead teacher	AM		T1...	95% of students achieving ‘at or above’ across the curriculum. Improved spelling, handwriting and writing levels.		
		Engage in writing professional development – hopefully ‘Write that Essay’	RP SM ML KU		T2...	Appoint a lead writing team. Improved writing levels schoolwide.		
		Start schoolwide use of PRIME maths as the framework for our maths teaching and learning	DP		T1-T4	Appoint a lead teacher. Teachers and students using PRIME maths as the framework and scope and sequence for our maths teaching.		
	Empower students through effective personalised learning to support learner success and agency.	Programmes that foster student agency and high achievement will be implemented. Peer feedback, talk buddies, peer and self-assessment. Student goal setting and reflection time prioritised each week. Personalised learning prioritised through strategies such as project based learning and Genius Hour for Years 4-6 using BRACE, and DIP time.	All		T1-T4	Consolidate - Students use BRACE, construct new knowledge effectively, confidently demonstrate creativity, collaboration and communication skills through project based learning, Genius Hour and DIP time so that interests and passions are nurtured. Use of learning progressions to set goals, track their learning and identify next steps, Y4-6 post on LINC-ED Hero. Learning programmes provide choice. Eg. Daily 5, reciprocal teaching, learning through play, weekly contracts, students booking workshops. Students lead conversations about their learning and contribute to what will be learnt.		
		Teachers and Y4-6 students successfully using LINC-Ed for real time reporting.	All		T1-T4			

## 2022 Goal: Wellbeing – Learning today for Tomorrow

Supporting wellbeing and a move toward self-responsibility for personal wellbeing	Initiative	Actions	Who	When	Measure of Success	Traffic Light Status	Outcome
	Develop systems and a wellbeing framework to guide school practice.	Appoint a new wellbeing leader. Investigate the possibility of integrating Te Whare Tapa Wha wellbeing model into our school curriculum and look at how the Five Ways to Wellbeing framework fits with it. Incorporate suitable new initiatives to teach and support wellbeing across the school – New initiative - Pause Breathe Smile	RP SM KU	T1-T4	New wellbeing lead teacher appointed. A wellbeing model adopted and integrated into the curriculum – one that includes nutrition. Activities to use with students shared with staff. Initiatives that support and teach about wellbeing are implemented and evidence of improved wellbeing noted.		
		A student wellbeing procedure will be finalised.	SM KU	T1-T4	A completed document that guides staff practice – addresses unkind behaviour – upstanders, mediation, restorative approach, initiatives that teach and support wellbeing.		
	Develop and promote wellbeing guidelines with and for staff.	The Wellbeing lead teacher will communicate Te Whare Tapa Wha principles with staff, communicate mindfulness, the Five Ways to Wellbeing and reminders about positivity, gratefulness and self-responsibility for wellbeing.	KU AR	T1-T4	Actions being taken as per the direction of the kahui ako and annual plan. Staff meetings include a brief wellbeing message/reminder whenever possible, signage. Above the line thinking and a positive workplace. Teachers managing their wellbeing.		
	Provide an environment at school that supports and promotes wellbeing for students.	The Hurupaki Cares value will be modelled and recognised by teachers. Student conflict will be followed up and mediated by staff with parents contacted when required. Staff continue to consistently address social exclusion and unkind behaviour - Promote and teach the principles of ‘Be an upstander’, ‘you can’t say you can’t play’ and ‘tall poppy syndrome’. Continue with Zones of Regulation schoolwide.	All	T1...	Children demonstrating a high level of caring and inclusive behaviour toward others – evident in classroom and playground. Teachers intentionally teach strategies to support social relationships and inclusion. Consistently following up on student concerns and student conflict ensuring inclusive language is used –not using words like – ‘don’t play with that person’ instead using language like – have a break for a while – ‘what could you do instead’ etc....		

### Curriculum

#### **Teaching and learning programme**

- Visual aids, anchor charts, and exemplars that include success criteria at or above expected level.
- Teacher modelling books for student follow up
- Identify individual interests, learning strengths and needs – build on strengths
- High expectations: Plan a pathway to accelerate these children enabling them to learn at the expected level. Monitor impact of teaching on a daily basis.
- Formative assessment; clear learning intention and success criteria; co-constructed when possible.
- High expectations related to using previously learnt material.
- Instructional/ guided writing takes place minimum 4 days/week.
- Collaborative and paired writing
- Effective peer feedback
- Effective student goal setting
- Strong balance of all the writing forms.
- Student voice, student agency – offer choice

### ACHIEVEMENT TARGET FOR 2022

#### Year 3, 4, 5, 6 Cohorts RAISE WRITING OUTCOMES

Targets for improving student achievement  
For children who are deemed “below” the expected curriculum level in WRITING to be at or above the expected level by the end of 2022. This means 4 Year 6, 2 Year 5, 3 Year 4 and 6 Year 3 students will make accelerated progress in writing and will be at or above the expected curriculum level by the end of 2022.

#### Targeted Maori Students

Year 6 cohort consists of 3 Maori students, 1 in Year 4, and 4 in Year 3.

#### **Link to Strategic Planning**

Goal - Authentic and Meaningful Learning  
Achieve excellence in the foundation areas of reading, writing and mathematics

### **Personnel**

- Learning team meetings held fortnightly to discuss and support progress of target learners. ‘Teaching as Inquiry’ model, collaborative sense making and acceleration plans will be used to improve outcomes for children below the expected level. What is working – what is not?
- Apply knowledge of writing strategies eg. model complex sentences.
- Use assessment data and learning progressions to inform teaching.
- Data collation to share at learning team meetings.

### **Reporting**

Progress statements to BOT mid and year end.  
Ongoing discussion with staff involved.  
Online reporting available to parents 24/7.  
Analysis of Variance provided to BOT and MOE

### Baseline Data

At the end of 2021, 4 Year 5, 2 Year 4, 3 Year 3, and 6 Year 2 students were *below* the expected curriculum level according to Overall Teacher Judgments based on Writing Blasts and observation of classroom work. Out of these - students, 8 are Maori, 1 is other, and 8 are NZ European. 7 are female and 10 are male.

### **Ongoing/ Comparative Assessment & Review.**

Monitoring against the school-wide writing progressions.  
Writing blasts each term  
Regular formative assessment.  
Moderation school wide

### **Community Involvement**

GROW meetings - Involve parents through three way meetings ‘with the child at the centre’ to share expectation and ways of providing help.  
Use learning journals to share progress. Communicate small success steps with home – e.g. Seesaw.

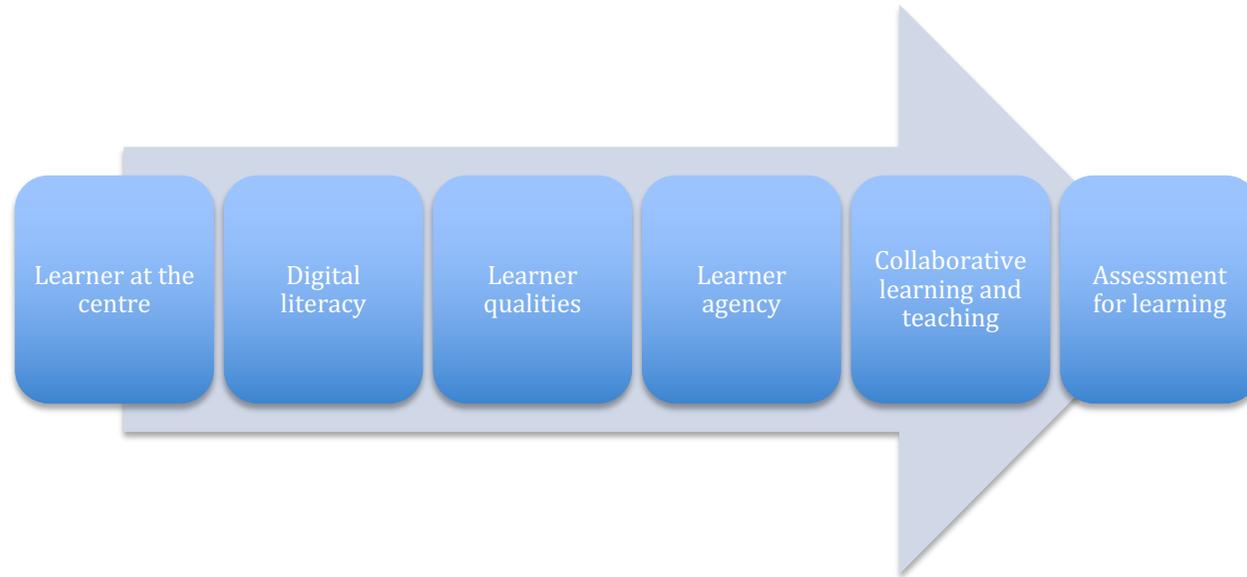
### **Resourcing**

Use up to date research and expertise, e.g. Sheena Cameron & Louise Dempsey, Gail Loane, Jill Eggleton, PLD application ‘Write that Essay’.  
Use a variety of effective, engaging models to teach writing; Blake, School writing Progressions;

TE TAI RAKI WHANGAREI KAHUI AKO **ACHIEVEMENT CHALLENGES**

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VISION **Mauri Tū Mauri Ora, Growing Greatness**  
DRIVING PRINCIPLES



Achievement Challenges  
Facilitate student learning and development through provision of an environment that fosters:

Cultural Responsiveness

Authentic & Meaningful Learning

Wellbeing



### KAHUI AKO EXPECTED OUTCOMES: achievement goal

Our goal is to reduce disparity, and for all school age children (except those with special needs) to be achieving at the expected level for their age. A realistic goal for us would be to have 85% of Year 1-13 learners achieving at or above the expected level for their ages in the foundation areas of reading, writing and maths. This goal will be achieved through implementation of our Achievement Challenge plan, which aims to improve conditions for effective learning and empower learners.

<b>Hurupaki School Board of Trustees Programme of Self Review</b>			
<b>TERM</b>	<b>Year 1 - 2020</b>	<b>Year 2 - 2021</b>	<b>Year 3 - 2022</b>
One	AoV / Strategic/Annual Plan Set Achievement Targets and send to MOE	AoV / Strategic/Annual Plan Set Achievement Targets and send to MOE	AOV / Strategic/Annual Plan Set Achievement Targets and send to MOE
	Sign Board Code of Conduct , 1 <sup>st</sup> meeting of the year and re-elect Board Chair		
Two	BOT Governance & Delegation documents		
	NAG 1	NAG 3	NAG 5
Three	NAG 2 & 2a	NAG 4 Succession Planning	Election NAG 6 Board Induction
Four	Set Budget / Cashflow / Asset Register, Review annual plan / Achievement Targets Property / Maintenance Plan		