

School Charter
Strategic and Annual Plan for
Hokowhitu School
2019 – 2022



Principal's endorsement:

Board of Trustees' endorsement:

Submission date to Ministry of Education:

Introductory Section: *Strategic Intentions*

<p>Our Mission Statement</p>	<p>Strive to be the best you can be Torongia ki te tihi o te maunga</p>
<p>Our Vision</p>	<p>Our school is a wonderful place where students are inspired and guided on their journey through life</p>
<p>Our Values</p>	<p>S Step up and be the best you can be T Try new things and persevere R Respect self, others and things I Investigate, wonder and learn V Value others E Enthusiastically live by our values</p>
<p>Our Principles</p>	<ul style="list-style-type: none"> • Inspiring lifelong learners who take ownership of our own learning • Valuing diversity by providing an inclusive environment for all • Celebrating creativity through challenge, curiosity and risk taking • Aiming for excellence through high expectations • Providing an enabling environment

**Our Recognition of
Māori Dimensions
and Cultural
Diversity**

Hokowhitu School recognises the importance of New Zealand’s bicultural heritage:

- Approximately 11% of our students identify as being of Māori descent
- We consult with our Māori community regularly
- Our Treaty of Waitangi Policy specifies our obligation to the Treaty and our adherence to the principles of Protection, Partnership, and Participation
- Te Reo Māori is part of our curriculum and is informed by Ministry of Education guidelines for Māori students
- We endeavour to practice Tikanga Māori as appropriate by staff, students, and visitors
- Where possible we provide opportunities for those requesting extra instruction in Te Reo Māori and Tikanga Māori

Hokowhitu School also values the cultural diversity within our school community:

- Our school curriculum fosters students’ understanding and respect for the diverse cultures within our own community
- The experiences, cultural traditions, histories and languages of all New Zealanders (and our international communities) are recognised, valued and celebrated

Introductory Section: *School Context and Baseline Data*

<p>Student Learning</p>	<p>Our curriculum is being developed with students’ learning having paramount importance:</p> <ul style="list-style-type: none"> • Students learn in collaborative flexible learning spaces (kete) where individual needs and learning styles are best met. • We use formative assessment principles to promote students’ ability to take increasing responsibility for their own learning. • Goal setting/open evenings allow the learners to share their learning informally with parents/caregivers. • We promote the home/school learning partnership by having Goal Setting evenings attended by parents/caregivers, the teacher and the child. • A written report goes home at the end of Terms 2 and 4, stating both current skills/achievements and next learning steps. • Student achievement is tracked and monitored against the NZ Curriculum levels and school developed guidelines.
<p>Student Engagement</p>	<p>Hokowhitu School has a school culture that fosters all learners STRIVING to be the best they can be.</p> <ul style="list-style-type: none"> • Classrooms enjoy the presence of happy and engaged learners – teachers and children alike. • Our environment is inclusive and welcoming for learners of all cultures. • We celebrate learners of all abilities, including our students with Priority Learning needs. <p>Hokowhitu School places great importance on student voice and learner agency, and the following structures are in place to foster this:</p> <ul style="list-style-type: none"> • Student Ambassadors • Student Council • House Leaders • Personalised learning (where possible in flexible learning spaces) • Buddy classes

<p style="text-align: center;">School Organisation and Structures</p>	<p>Hokowhitu School is part of the Palmerston North East Community of Learning/Kāhui Ako.</p> <p>The school’s Senior Leadership team consists of the Principal, and 2 Deputy Principals. The school’s Leadership Team consists of 4 Kete Leaders, the Deputy Principals, and the Principal.</p> <p>Since 2017 the learners from Years 1 - 6 have been organised into “kete” located in Flexible Learning Spaces:</p> <ul style="list-style-type: none"> • Te Kete Wakahuia (Years 1/2) consists of single cell classrooms that are operating as 2 flexible learning spaces, each with 2 teachers and 40 - 46 children. • Te Kete Pounamu (Years 2/3), Te Kete Manawa (Years 3 /4), Te Kete Aronui (Years 4/5) and Te Kete Tangaroa (Years 5/6) each consist of three teachers who each share the responsibility for meeting the learning needs of approximately 75 - 85 children. <p>Learners in each of these spaces are also allocated to a single ‘whanau’ teacher within the kete to ensure that their pastoral needs are met. A Learning Coach (Teacher Aide) is also based in each kete every day for the morning.</p> <p>Hokowhitu School has an extensive and up-to-date suite of policies that determine its structures and operations:</p> <ul style="list-style-type: none"> • This includes policies on Child Protection, Health and Safety, Anti-Discrimination, Complaints and Concerns, EOTC, and Property that are reviewed on a regular cycle and are available to the community at the school office and on the website. • Personnel are employed in accordance with all relevant collective agreements. All teaching staff are registered with the Teachers Council, and are subject to an annual appraisal process to ensure staff development and improvement of student outcomes. • A planned Self-Review cycle ensures our accordance with statutory requirements and provides opportunities for continuous improvement.
<p style="text-align: center;">Review of Charter and Consultation</p>	<p>Following the election of the current Board of Trustees, an extensive consultation process with our community was conducted in late 2016 to inform our strategic direction and goals for 2017 and beyond. Another consultation will take place following the 2019 BoT elections.</p> <p>The Board of Trustees reviews the Charter annually, and undertakes consultation exercises on specific areas where appropriate.</p>

Strategic Section

Strategic Goals	Core Strategies for Achieving Goals 2019 – 2022
<p>1. Inspiring life long learners who take ownership of our own learning</p>	<ol style="list-style-type: none"> 1. Teaching children “how” to learn by promoting formative practice with specific learning goals/scaffolded steps to foster self/peer assessment. 2. Ongoing teaching of the Key Competencies to enhance students’ ability to persevere/reflect/show resilience, collaborate/co-operate, and make meaning for themselves. 3. Promoting the home/school learning partnership. 4. Personalising learning for students in line with current ILE pedagogy and practice. 5. Ongoing focus on science/technology, to enhance students’ motivation for learning. 6. Increasing teacher knowledge and understanding fo the importance of wellbeing for themselves & their students.
<p>2. Valuing diversity by providing an inclusive environment for all</p>	<ol style="list-style-type: none"> 1. Developing a positive learning culture where our students’ languages, identities and cultures are supported and celebrated. 2. Showing equity and empathy for the needs of Priority Learners. 3. Developing effective programmes and support for ALL learners. 4. Building the social and emotional wellbeing of all staff and learners - through active participation in the Kahui Ako.
<p>3. Celebrating creativity through challenge, curiosity and risk taking</p>	<ol style="list-style-type: none"> 1. Enabling students to feel safe to take risks with their learning, knowing they will be supported and scaffolded. 2. Enabling students to accept challenges that take them out of their comfort zone and to STRIVE to be the best they can be. Fortnightly assembly has a focus on each of the STRIVE values in turn, as do buddy class activities. 3. Allowing and encouraging creativity and curiosity through inquiry and science/technology learning, fostering “thinking” skills, asking open- ended questions, and providing rich learning tasks.

<p>4. Aiming for excellence through high expectations</p>	<ol style="list-style-type: none">1. Collaborating between schools within our Kāhui Ako to enhance current practice that positively impacts on student learning and well being.2. Ensuring that all students make progress with their learning in order to meet with success.3. Establishing high expectations for students in both learning and behaviour by promoting the STRIVE concept to do our very best.4. Encouraging excellence in academics, the arts and sport, and celebrating individual successes in each of these areas.5. Setting annual targets to improve skills.6. Using shared moderation techniques within and across kete to monitor/track progress.
<p>5. Providing an enabling environment</p>	<ol style="list-style-type: none">1. Maintaining flexible, adaptable working spaces to foster personalised learning opportunities.2. Further develop 'play based learning' to streamline the transition between pre-school and early school years (with particular focus around connections between Te Whariki and the NZ Curriculum), and to promote discovery and Play Based learning strategies across the school.3. Enhancing learning through using the latest technologies to engage learners.4. Following the Hokowhitu School Teaching and Learning Handbook (in line with the New Zealand Curriculum) to give clarity and focus to the most important learning for our community.5. To provide a culture of a 'safe' learning environment for everyone in the school.6. Building resilience and improved social and emotional well being (Kahui Ako goal).

Annual School Improvement Plan: *Summary*

Strategic Goals	Targets	Actions and Responsibilities
<p>1. Inspiring lifelong learners who take ownership of our own learning</p>	<p>Develop students’ understanding and skills in effective self/peer/formative assessments to adapt/revise/craft their work to improve its quality.</p>	<ul style="list-style-type: none"> • Use NAPE, (Novice, Apprentice, Practitioner, Expert) as a form of self-assessment. (Classroom teachers) • Offering choice/agency for learners - can do, must do, flexibility in timetabling, workshop choice as appropriate. (Classroom teachers)
	<p>Maintain support and scaffold learning to allow teachers to increase collaboration and develop their skills and understanding in both formative practice and personalising learning.</p>	<ul style="list-style-type: none"> • Provide time for collaboration, development of high trust, and acceptance of accountability. (Leadership team) • Effectively use data to track progress for learners. (Leadership team) • Support newly trained staff to further develop/trengthen multi-sensory structured language practices (MSL). (DP/Principal and BoT) • Participate in Professional Learning within the Palmerston North East Community of Learning (Kahui Ako) challenges. (WST/Principal/ BoT) • Ongoing professional Learning in the Science/Technology areas for key staff. (DP, Principal and BoT)

<p>2. Valuing diversity by providing an inclusive environment for all</p>	<p>Priority Learners needs met by close monitoring and appropriate support.</p>	<ul style="list-style-type: none"> • Maintenance of Special Needs register, special needs meetings with liaison RTLB & MOE staff, achievement target monitoring, and appropriate learning coach timetabling. (SENCO & leadership team)
	<p>Recognising and celebrating the significant cultural diversity within each classroom in the school.</p>	<ul style="list-style-type: none"> • Honouring specific cultural occasions (e.g. Ramadan) by explaining their significance and importance to particular cultures. (Kete leaders and Cultural Responsiveness Leaders) • Recognising NZ’s bicultural heritage and honouring this by way of appropriate te reo and tikanga within the school (e.g. correct pronunciation, Kapa Haka etc) (Cultural Responsiveness Leaders and Staff)
<p>3. Celebrating creativity through challenge, curiosity and risk taking</p>	<p>Offer a wide range of opportunities to engage learners in academic, sporting, cultural, and social activities</p>	<ul style="list-style-type: none"> • Provide specialist teaching in Science and/or the Arts across the school (Principal and BoT) • Inquiry learning focussed on ‘rich concepts’. (Kete Leaders and Classroom teachers) • Invite external performers/programmes as appropriate to enrich/provide experiences for learners (Leadership team) • Offer a wide range of opportunities for participation and support in team sports/ school and interschool sporting occasions (PE/Sport unit holders and Staff) • EOTC experiences for all learners in 2019, including EOTC week in February (Kete Leaders, Leadership) • Book Week, Mathex competition, science fair opportunities, Kids for Kids concert, Kids Lit quiz participation and other enrichment opportunities (Gifted and Talented unit holder & DP’s,P)

<p>4. Aiming for excellence through high expectations</p>	<p>Set high expectations for students to STRIVE to self-manage, and understand the impact their actions have on learning – their own and others. Restorative practice principles applied.</p>	<ul style="list-style-type: none"> Teachers prioritise forging strong relationships with their learners. (Principal and Staff) Strengthen student leadership framework - ambassadors/house leaders/student council to foster leadership skills in senior students. (Senior School Deputy Principal and Student Leadership Co-ordinator) Reinforce Behaviour Management Plan to enhance high standards/expectations for student behaviour. (Staff/ Leadership)
	<p>Use achievement data to identify learning needs/strengths:</p> <p>a) to provide support and enrichment opportunities</p> <p>b) to ensure classroom teachers are meeting learning needs</p>	<ul style="list-style-type: none"> Effective use of eTap both for reporting achievement/trends/needs at BoT level, and for “close” monitoring at team/leadership level. (Principal, Deputy Principals, and Team Leaders) Use of specialist resourcing (G. Finikin, R Hawkins, H Griffin) for small group/individual support or enrichment. (Principal) Flexible grouping/achievement discussions at kete level. (Kete Leaders)
<p>5. Providing an enabling environment</p>	<p>Develop ILE (in Flexible Learning Spaces as possible) to enhance ability to personalise learning and improve engagement/outcomes for all.</p>	<ul style="list-style-type: none"> Learner agency, teacher collaboration, ICT infrastructure, play based learning and skilful use of IT tools. (ICT unit holders, Kete Leaders, and Classroom teachers)
	<p>Use the Learning and Teaching Handbook that aligns NZ Curriculum and local curriculum.</p>	<ul style="list-style-type: none"> Review, improve and monitor effectiveness of the Learning and Teaching Handbook to ensure that it is “alive” and guides teachers as to expectations and best practice principles. (Leadership Team and Classroom teachers)

Annual School Improvement Plan #1: *Domain: Literacy*

Strategic Goals:

1. Inspiring lifelong learners who take ownership of our learning
2. Valuing diversity by providing an inclusive environment for all
3. Aim for excellence through high expectations
4. Aim for excellence through high expectations

Annual Goal:

To support staff in delivering a different approach to teaching literacy, using both MSL principles and mixed ability grouping

Annual Target:

For learners in Years 5 and 6 to be writing at or above expectation by the end of 2019

Baseline Data:

- At the end of 2018 73% of all learners in Year 4 were writing at/above expectation based on NZ curriculum levels.
- At the end of 2018 65 % of all learners in Year 5 were writing at/above expectation based on NZ curriculum levels.
- Many of these learners have been through a range of interventions and support programmes in their time at school.
- A pilot trial in 2018 using MSL principles and mixed ability grouping produced significant improvements in literacy for Year 4/5 learners and provides us with the confidence to apply this approach to Year 5/6 in 2019.

Key Improvement Strategies

When:	What:	Who:	Indicators of Progress:
January	4 Staff undertook intensive MSL training to upskill themselves Presentation at staff meeting sharing how their practice will change Presentation of 2018 TAI showing effect of using whole literacy approach and mixed ability grouping to teaching under achievers in literacy	Hodge/Connell/Guerin/Longley L Flaus	Certification of completion of training Staff PLD and group decide their TAI focus will be around MSL principles A number of staff indicated they would like to trial this approach in 2019
Throughout 2019	DP to provide support 3x weekly in each of TKT and TKA to allow teacher working with target children to have more time to support the new approach	R Hawkins TKA and TKT teachers	Motivation levels to remain as high as they were after 2018 trial in TKA Progress within writing stages Improving levels with Liz Kane’s guide
Throughout 2019	Teacher inquiry into the effect of the changed practice PLG reporting and supporting throughout the year	2019 MSL trained staff and interested others	As above SAST improvement T 1 - T4

Monitoring:

- Target students literacy programmes and progress discussed at least twice per term at kete level
- Deputy Principal to monitor data and report directly to Principal/SENCO with results/concerns/suggestions
- Ongoing monitoring of student knowledge of the alphabetic code, their application of the code the written task and progress against the writing section of the literacy matrix. Data analysed and reported March, July and November

Resourcing: DP support in Year 5/6kete (3 x 1 ½ hours p/w) Liz Kane’s support advice as required Priority access to literacy budget 2019

Annual School Improvement Plan #2: *Domain: Science*

Strategic Goals:

1. Inspiring lifelong learners who take ownership of our learning
2. Valuing diversity by providing an inclusive environment for all
3. Aim for excellence through high expectations
4. Aim for excellence through high expectations

Annual Goal:

To increase students understanding and achievement in science

Annual Target:

- For learners in Year 4 to be able to use evidence to support their ideas and look for evidence to support others.
- For learners to think critically and critique evidence

Baseline Data:

- Over the last year there has been a focus on developing teachers knowledge and skill with teaching science through the Nature of Science. Teachers have used the science capabilities approach to support this.
- In a learners survey 80% of our learners saw making careful observation and problem solving a very important part of science, however only 15% thought that finding evidence was.
- 43% of learners still think that science is about a body of knowledge to learn rather than a way of investigating and explaining the world, that is dynamic and self correcting.
- Target group Yr 4 students complete the NZCER Junior Science, Thinking with Evidence.

Key Improvement Strategies			
When:	What:	Who:	Indicators of Progress:
Throughout 2019	Ongoing PLD for Staff dedicated to science PLD	All teachers	
	Participate fully in all PLD opportunities arising from the Kāhui Ako	R Hawkins Teachers Kaha Education	
	Implementation of the new school science curriculum	All teachers	
Term 1	NZCER Science: Thinking with evidence	Year 4	Data from test
Term 2-4	Implementation of school science kits	R Hawkins A Coley Inquiry Curriculum Team	Planning documents
Term 2	School science Fair	All teachers	Science projects
Term 3	Participation in the Manawatu science fair	R Hawkins Year 4 teachers	Number of participants Quality of science projects

From Term 2	GATE programmes with a Science focus	R Hawkins P Gifford Moore	Student voice
<p>Monitoring:</p> <ul style="list-style-type: none"> • R Hawkins to administer and analyse NZCER science test with Y4's (Terms 1 and 4) to compare results • Kaha Education/ R Hawkins to provide PD and support staff to strengthen understandings and skills around using evidence • Monitor use of science kits and encourage contributions from each kete • Termly checks against science development plan for progress/next steps • Term 4, review the science section fo the Learning and Teaching handbook 			
<p>Resourcing:</p> <ul style="list-style-type: none"> • Inquiry budget • Kāhui Ako science team • Teacher release to support the programmes 			

Other 2019 Key Improvement Strategies

Domain	Target	Rationale
Property	Modernisation of Te Kete Wakahuia	To develop 2 flexible learning spaces out of the current 4 classrooms in line with the physical environment of the rest of the school
Finance	Continue to manage the school within budget	To maintain increased essential budgets in literacy, numeracy. Extra allocation for resourcing science and play
	Maximise use of “reserve” funds by prudent expenditure to enhance learning environment for current school community	Capital expenditure in ICT to maintain and further develop digital skills of learners BoT contribution to the 2019 property modernisation projects to allow us to have effective flexible learning spaces in TKW
Personnel	Continue to develop the skills of the Leadership Team and staff in leadership roles	Induct and coach Reece Hawkins in his new Deputy Principal role Mentor the CoL ‘Across School’ Leaders in their positions Use the GROWTH coaching model to develop leadership
Community Engagement	Continue to foster the links between home and school with regular community events and consultation	Pool party, Māori consultation, Parent education, Major Production, Xmas Carnival Promote use of SnAPP (smartphone app) for communication with parents/caregivers, staff to support school sporting and cultural events
	Continue strengthening BOT/PTA/Staff relationships	Promote symbiotic relationship to enhance outcomes for all learners BoT and staff representation on PTA Provide opportunities for parents/caregivers to attend BoT meetings etc. Give the Board members visibility wherever possible

Community Engagement continued	Further develop collaboration to enhance outcomes for all learners in the Palmerston North East Kahui Ako	Collaboration with 10 schools geographically aligned to work through our MOE approved challenge to enhance outcomes, smooth transitions/aligned curriculum for the learners in our schools.
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