

Hokowhitu School

Strategic Plan

*1 January 2024 - 31 December
2025*





Hokowhitu School Strategic Plan

1 January 2024 – 31 December 2025

Our vision statement

Torongia ki te tihi o te maunga | Strive to get to the top of the mountain

Our values

Step up | Manawanui

Try new things | Kia kaha

Respect | Ngā whakaute

Investigate | Whakataki

Value others | Atawhai

Enthusiasm for learning | Ngā whakapuke

Our strategic goals

1. Ensuring all ākonga gain confidence and experience success in literacy and numeracy
2. Increasing ākonga and kaiako knowledge of and engagement with te ao Māori
3. Recognising, supporting, and celebrating the diversity of our ākonga
4. Enhancing ākonga wellbeing by encouraging participation in physical activity and performance arts

Strategic goal 1

Ensuring all ākonga gain confidence and experience success in literacy and numeracy

<i>Alignment with our values</i>	<ul style="list-style-type: none"> • Step up Manawanui • Enthusiasm for learning Ngā whakapuke
<i>Alignment with Board primary objectives</i>	<ul style="list-style-type: none"> • Every student at the school is able to attain their highest possible standard in education achievement. • The school gives effect to the Treaty of Waitangi by achieving equitable outcomes for Māori students
<i>Alignment with National Education Learning Priorities</i>	<ul style="list-style-type: none"> • 4 – Ensure every learner/ākonga gain sound foundation skills including language, literacy and numeracy. • 5 – Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
<i>Links to education requirements</i>	<ul style="list-style-type: none"> • Te Matāiaho The Refreshed Curriculum • Learning Support Action Plan 2019-2025
<i>What do we expect to see by the end of 2025?</i>	<ol style="list-style-type: none"> 1. Ākonga making progress term by term and year by year 2. Reduced barriers to learning to enable ākonga to reach their full potential 3. Teacher plans and implementation aligned with the refreshed mathematics and statistics and English learning areas by the start of 2025
<i>How will we work towards our strategic goals?</i>	<p><u>School commitments</u></p> <ol style="list-style-type: none"> 1. Undertaking professional development for kaiako 2. Identifying priority learners 3. Applying to access learning support and potential funding 4. Providing intervention/support programmes <p><u>Board commitments</u></p> <ol style="list-style-type: none"> 1. Resourcing at least one learning coach in each kete 2. Resourcing one additional CRT day for each teacher in terms 1 and 2 of 2024 3. Resourcing an additional 0.5 FTE teacher position annually 4. Resourcing additional teacher time to provide intervention/support programmes 5. Resourcing sufficient digital devices for the needs of each kete
<i>How will we measure success?</i>	<ol style="list-style-type: none"> 1. Undertaking standardised testing (e-asTTle, PAT, School literacy matrix) 2. Tracking students, including priority learners 3. Conducting formal assessments three times each year

Strategic goal 2

Increasing ākonga and kaiako knowledge of and engagement with te ao Māori

<i>Alignment with our values</i>	<ul style="list-style-type: none"> • Respect Ngā Whakaute • Investigate Whakataki
<i>Alignment with Board primary objectives</i>	<ul style="list-style-type: none"> • The school gives effect to the Treaty of Waitangi by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori • The school gives effect to the Treaty of Waitangi by taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
<i>Alignment with National Education Learning Priorities</i>	<ul style="list-style-type: none"> • 1 – Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying • 5 – Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning • 6 – Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
<i>Links to education requirements</i>	<ul style="list-style-type: none"> • Ka Hikitia – Ka Hāpaitia: The Māori Education Strategy
<i>What do we expect to see by the end of 2025?</i>	<ol style="list-style-type: none"> 1. Rongohia te Hau observation showing more evidence of cultural relationships for responsive pedagogy 2. Greater use of te reo by ākonga and kaiako in everyday contexts 3. Rangitāne tikanga embedded in our curriculum and everyday practice
<i>How will we work towards our strategic goals?</i>	<p><u>School commitments</u></p> <ol style="list-style-type: none"> 1. Engaging with Rangitāne via the Palmerston North East Kahui Ako 2. Undertaking professional learning and development with Tai Huki Consult Ltd via the Palmerston North East Kahui Ako 3. Undertaking regular professional learning and development in te reo for staff and learning coaches 4. Planning so that each ākonga has the opportunity to experience two Rangitāne marae visits between Years 1 and 6 5. Using our te reo matrix to ensure progression over time <p><u>Board commitments</u></p> <ol style="list-style-type: none"> 1. Resourcing a fixed term project for staff instruction in te reo in terms 2 and 3 of 2024 2. Resourcing staff to participate in advanced study of te reo 3. Embedding te reo terms in all policies 4. Participating in a Hokowhitu School marae visit 5. Exploring possibilities for te reo instruction for ākonga
<i>How will we measure success?</i>	<ol style="list-style-type: none"> 1. Conducting a Rongohia te Hau process using our own matrix in 2025 2. At least 50% of staff will have completed an introductory te reo course 3. Administering the NZCER online te reo assessment tool for Years 4+ in early 2024 and mid-2025

Strategic goal 3

Recognising, supporting, and celebrating the diversity of our ākonga

<i>Alignment with our values</i>	<ul style="list-style-type: none"> • Respect Ngā Whakaute • Value others Atawhai
<i>Alignment with Board primary objectives</i>	<ul style="list-style-type: none"> • The school is a physically and emotionally safe place for all students and staff • The school gives effect to relevant student rights • The school takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school • The school is inclusive of, and caters for, students with differing needs
<i>Alignment with National Education Learning Priorities</i>	<ul style="list-style-type: none"> • 1 – Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying • 2 – Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures • 3 – Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
<i>Links to education requirements</i>	<ul style="list-style-type: none"> • New Zealand Disability Strategy
<i>What do we expect to see by the end of 2025?</i>	<ol style="list-style-type: none"> 1. A stronger voice from our ethnically diverse community 2. All groups feel able to understand school information through appropriate communication 3. Increased participation of priority learners in school life and activities
<i>How will we work towards our strategic goals?</i>	<p><u>School commitments</u></p> <ol style="list-style-type: none"> 1. Accessing outside agencies to assist with English language learner whānau 2. Reviewing our communications and processes for English language learner whānau 3. Introducing into our curriculum additional cultural celebrations and acknowledgments that reflect our school community <p><u>Board commitments</u></p> <ol style="list-style-type: none"> 1. Resourcing to maximise opportunities for participation by priority learners 2. Creating opportunities for engagement with our ethnic communities
<i>How will we measure success?</i>	<ol style="list-style-type: none"> 1. Regular school consultation and engagement activities, i.e., hui and whānau evenings 2. Major community consultation survey in 2025 3. Rongohia te Hau survey in 2025

Strategic goal 4

Enhancing ākonga wellbeing by encouraging participation in physical activity and performance arts

<i>Alignment with our values</i>	<ul style="list-style-type: none"> • Try new things Kia kaha • Enthusiasm for learning Ngā whakapuke
<i>Alignment with Board primary objectives</i>	<ul style="list-style-type: none"> • Every student at the school is able to attain their highest possible standard in educational achievement • The school is a physically and emotionally safe place for all students and staff
<i>Alignment with National Education Learning Priorities</i>	<ul style="list-style-type: none"> • 2 – Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures • 6 – Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
<i>Links to education requirements</i>	<ul style="list-style-type: none"> • New Zealand Child and Youth Wellbeing Strategy
<i>What do we expect to see by the end of 2025?</i>	<ol style="list-style-type: none"> 1. Increased student participation in sports organised through school 2. Increased student participation in cultural and performance groups 3. Improved playground facilities and increased provision of shaded areas and drinking water
<i>How will we work towards our strategic goals?</i>	<p><u>School commitments</u></p> <ol style="list-style-type: none"> 1. Curriculum planning to ensure all students encounter a range of performance arts on an annual basis 2. Encouraging participation and growth in a range of sporting codes 3. Maximising use of external agencies to provide exposure to a range of sports and physical activities <p><u>Board commitments</u></p> <ol style="list-style-type: none"> 1. Resourcing the replacement of the senior playground and slide 2. Resourcing increased shaded areas 3. Resourcing increased access to drinking water 4. Resourcing staff time for sports coordination and training
<i>How will we measure success?</i>	<ol style="list-style-type: none"> 1. Increased number of students involved in school sports teams 2. Increased number of students involved in cultural and performance groups 3. Completion of projects to enhance the school environment

How we created this strategic plan

The sources of data we used

- We conducted an extensive community consultation in May 2023. This included questions about: mission and values; individual learning needs; inclusion and respect for cultural diversity; relationship and conflict management; physical and emotional safety; curriculum areas; communication and reporting; and school facilities. There was a response rate of 57%.
- As part of the Palmerston North East Kahui Ako, we conducted Rongohia te Hau online surveys of teachers, whānau and students in April 2023. Findings were shared with the school community as part of our Te Ao Māori evening in June 2023.
- Teacher observations were conducted in 2023 using our cultural relationship for responsive pedagogy matrix.
- We reviewed students' mid-2023 achievement data for reading, writing, and mathematics. This was considered according to year levels and gender, as well as focusing on Māori achievement. This data was also compared against the mid-2022 results.
- Education Counts records our 1 July 2023 roll return as 374 students. The ethnicity of our school population is as follows (comparative data for all contributing schools in Palmerston North City is included in parentheses): Pākehā are 45% (43%); Asian are 25% (20%); Māori are 18% (26%); Middle Eastern, Latin American, and African are 5% (2%); and Pacific are 3% (6%).

Key themes from our community engagement

- In our consultation survey, we asked "How satisfied are you that Hokowhitu School is inclusive and respectful of cultural diversity?"
 - Of 156 responses, 86% were satisfied or highly satisfied; 12% were neutral; and 3% were unsatisfied or highly unsatisfied.
 - For Māori respondents, 76% were satisfied or highly satisfied; 21% were neutral; and 3% were unsatisfied or highly unsatisfied.
- In our consultation survey, we asked "Would you like to see more emphasis on any of the following areas of the curriculum?"
 - Of 159 responses, 23% identified performance arts and 14% identified physical education.
 - For Māori respondents, 31% identified performance arts and 28% identified physical education.
- In our consultation survey, we asked respondents to identify the things about Hokowhitu School that we should preserve and continue to emphasise. There were 95 responses, and the most common themes were:
 - Diverse curriculum (22 responses)
 - Inclusiveness (20 responses)
 - Diversity (18 responses)
 - Sports, activities, and extracurricular (16 responses)
 - Physical environment (11 responses)

How we prioritised our strategic goals

- We prioritised our strategic goals in accordance with the following:
 - The Board priority objectives, as specified in the Education and Training Act 2020.
 - The National Education and Learning Priorities
 - The Palmerston North East Kahui Ako focus on cultural competency
 - Hokowhitu School's vision statement and values
- A first draft of this strategic plan was created by our Senior Leadership Team. The School Board conducted a workshop to discuss this draft on 31 October 2023. After further review by the Senior Leadership Team, this strategic plan was approved by the Board at its meeting on 28 November 2023.

When we approved this plan

Ratification date: 28 November 2023



Presiding Member



Principal