

School Charter
Strategic and Annual Plan for
Hokowhitu School
2021– 2023



Principal's endorsement:

Board of Trustees' endorsement:

Submission date to Ministry of Education:

Introductory Section: *Strategic Intentions*

Our Vision	Strive to be the best you can be Torongia ki te tihi o te maunga
Our Values	S Step up T Try new things R Respect I Investigate V Value others E Enthusiasm for learning

<p>Our Strategic Goals</p> <p>(these goals are underpinned by the values above)</p>	<ul style="list-style-type: none">● Inspiring life long 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
<p>Our Recognition of Māori Dimensions and Cultural Diversity</p>	<p>Hokowhitu School recognises the importance of New Zealand’s bicultural heritage:</p> <ul style="list-style-type: none">● Approximately 15% 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● Kapa Haka is offered to tamariki across the school - we actively seek opportunities for them to perform● Our Kahui Ako is investigating Cultural Competence for 2022 PLD. <p>Hokowhitu School also values the cultural diversity within our school community:</p> <ul style="list-style-type: none">● 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*

Student Learning	<p>Our curriculum has been 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 communicating both formally and informally● 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.
Student Engagement	<p>Hokowhitu School has a school culture that fosters all learners STRIVING to get to the top of the mountain 'Torongia ki te tihi o te maunga'</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, from those with Priority Learning needs to those with specific strengths and talents. <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 Leadership (ambassadors, student council, house leaders)● Personalised learning (in flexible learning spaces)

<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 5 Kete Leaders, the Deputy Principals, and the Principal.</p> <p>All learners (from Years 1 – 6) have been organised into “kete” located in Flexible Learning Spaces.</p> <p>Te Kete Wakahuia (Years 1/2) consists of 2 flexible learning spaces, each with 2 teachers and 40 - 46 children.</p> <p>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 all share the responsibility for meeting the learning needs of approximately 75 - 85 children.</p> <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 Health and Safety, Anti-Discrimination, Complaints and Concerns, EOTC, and Property that are available to the community at the school office. ● 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 2019 to inform our strategic direction and goals up to 2022.</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 2021 – 2023
<p>1. Inspiring life long learners who take ownership of their 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 of 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>	<p>Enabling students to feel safe to take risks with their learning, knowing they will be supported and scaffolded.</p> <ol style="list-style-type: none"> 1. 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. 2. Allowing and encouraging creativity and curiosity through inquiry and science/technology learning, fostering “thinking” skills, asking open- ended questions, and providing rich learning tasks.

4. Aiming for excellence through high expectations	<p>Collaborating between schools within our Community of Learning to enhance current practice across the CoL to positively impact on student learning and well being.</p> <ol style="list-style-type: none">1. Ensuring that all students make progress with their learning in order to meet with success.2. A dedicated Learning Support Co-ordinator to assist with meeting the needs of students with learning needs.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.
5. Providing an enabling environment	<ol style="list-style-type: none">1. Maintaining flexible, adaptable working spaces to foster personalised learning opportunities.2. Foster ‘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. Implement the new Digital Technology curriculum = both explicitly and also through integration.6. To maintain a culture of a ‘safe’ learning environment for everyone in the school.7. Building resilience and improved social and emotional well being (Kahui Ako goal).

Annual School Improvement Plan: *Summary*

Strategic Goals	Targets	Actions and Responsibilities
<p>Inspiring life long learners who take ownership of their 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) ● Timely professional learning to ensure that all staff have sound 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/LSC/BoT) ● Ongoing professional Learning in the Science/Digital Technology areas for key staff. (STLP participants, ICT lead, Principal and BoT)

<p>Valuing diversity by providing an inclusive environment for all.</p>	<p>Learners’ needs met by close monitoring and appropriate support.</p>	<ul style="list-style-type: none"> ● Maintenance of Special Needs register, learning support meetings with liaison RTLB & MOE staff, achievement target monitoring, and appropriate learning coach timetabling, <i>IEP’s. (LSC & leadership team)</i> ● <i>Enrichment opportunities – tracked through the Strengths and Talents register (LSC and leadership team)</i>
	<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. <i>(Kete leaders and Cultural Responsiveness Leaders)</i> ● 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) <i>(Cultural Responsiveness Leader and Staff)</i>
<p>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 <i>(Principal and BoT)</i> ● Inquiry learning focussed on ‘rich concepts’. <i>(Kete Leaders and Classroom teachers)</i> ● Invite external performers/programmes as appropriate to enrich/provide experiences for learners <i>(Leadership team)</i> ● Offer a wide range of opportunities for participation and support in team sports/ school and interschool sporting occasions <i>(PE/Sport unit holders and Staff)</i>

		<ul style="list-style-type: none"> ● Education Outside the Classroom Week 4, Term 1 schoolwide (Kete Leaders). All learners to have additional EOTC experiences over the year. ● Mathex competition, science fair opportunities, Kids for Kids concert, Kids Lit quiz participation and other enrichment opportunities (Teaching staff, LSC/ DP, P)
<p>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) ● Maintain student leadership framework - ambassadors/house leaders/student council to foster leadership skills in senior students. Train peer mediators in 2020 - aka ‘Wellbeing Warriors’ (Senior School Deputy Principal and Student Leadership Co-ordinator) ● Foster restorative practice within classroom and playground behaviour management systems (Senior Leadership) ● 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 learning support or enrichment. (Principal) ● Flexible grouping/achievement discussions at kete level. (Kete Leaders)
<p>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 remains “alive” and guides teachers as to expectations and best practice principles. (Leadership Team and Classroom teachers)

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

Strategic Goals:

1. Inspiring life long learners who take ownership of our learning
4. Aim for excellence through high expectations

Annual Goal: To improve the cognitive capacity of learners with difficulty with their working memory

Annual Target: For selected priority learners to make expected progress in key learning areas (either literacy or numeracy).

Baseline Data:

1. A group of 5 Year 6 learners who are below expectation in either numeracy or both literacy and numeracy. These learners have had extra support programmes specifically tailored to the curriculum areas that challenge them, however they have not made expected progress.
2. A group of 11 Year 2/3 learners who are not making expected progress with the alphabetic code although they have had explicit teaching of the code. Subsequent screening indicates they all have deficits in either their audio sequential memory or their visual verbal sequential memory.

Key Improvement Strategies			
When:	What:	Who:	Indicators of Progress:
January	Identify children (through data) that indicates they are not making expected progress, irrespective of the fact that they have had targeted workshops and/or intervention programmes over a period of time.	Senior Leadership team	Target list of children compiled and shared with kete leaders
Throughout 2021	Target students monitored Intervention programmes designed to develop working memory Teachers are given guidance in ways to support those children who do not find 'remembering' things easy.	Kete teachers/Senior Leadership/intervention teachers	Progress within the intervention programme as well as classroom monitoring
Throughout 2021	Senior leadership to receive termly update of progress for these learners	Appropriate kete leaders and intervention staff	Working towards getting closer to meeting expectation
<p>Monitoring:</p> <ul style="list-style-type: none"> • Term 1, mid year and end of 2021 assessment results • Deputy Principal/ LSC to monitor data and report directly to Principal with results/concerns/suggestions • Ongoing monitoring of students within classroom setting. Termly report to senior leadership • Data analysed and reported March, July and November 			
<p>Resourcing: DP support (1 hour daily), on-line subscriptions as required</p>			

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

Strategic Goals:

2. Valuing diversity by providing an inclusive environment for all

4. Providing an enabling environment

Annual Goal: Increase akonga skills and strategies to deal with conflict and resolution. This will potentially improve their wellbeing.

Annual Target:

- To have a higher percentage of our year 2-5 akonga dealing with conflict and resolution in a positive way.

Baseline Data:

- Data gathered from the behaviour register shows that 55% of entered incidents are to do with students involved with hitting or touch that hurts as a result of reacting to conflict and situations that do not go their way.
- In our Te Whare Tapa Wha survey 30% of our year 2-5 students indicated that they found it hard to stand up for themselves in a calm and positive way.

Key Improvement Strategies			
When:	What:	Who:	Indicators of Progress:
November 2020	Te Whare Tapa Wha survey	Wellbeing team (WST) Deputy Principal	Baseline data
November 2020	Time-out incidents for 2020 analysed	Deputy Principal	Baseline data
Term 1	Establish Wellbeing Warriors (peer mediator)	WST's	A team is established and meet with WST's to learn some strategies to help others with minor conflicts/issues in the playground
Terms 2,3 and 4	Wellbeing Warriors operating during lunchtime and morning tea.	WST's Students Duty Teachers	Less time for teachers having to deal with small incidents.
Terms 1,2,3,and 4	Attendance at Kahui Ako wellbeing hui	WST's	PD delivered back to staff
Ongoing	Continued to Investigate programmes that develop strategies for conflict and resolution.	WST's	Shared drive with resources - time to share resources with staff

Ongoing	Continue to enhance teacher wellbeing.	WST's Social club	Strong social club with reasonably regular meet ups
Ongoing	Developing teacher awareness around Te Whare Tapa Wha <ul style="list-style-type: none"> - Building resources within shared files - Creating list of valuable books in the library to support student well being 	WST's Librarian	Shared drive Library List
Ongoing	Developing a relationship with other Kahui Ako Schools - in particular Whakarongo and Terrace End - sharing journeys and resources	WST's Students (Wellbeing Warriors)	Shared Document for resources

Monitoring:

- On going support for peer mediators
- Ongoing review of systems and practice

Resourcing:

- Time to visit schools with a peer mediator programme to observe it in action.
- Staff meeting time to deliver PD around programmes
- Vest for the peer mediators

Other 2021 Key Improvement Strategies

Domain	Target	Rationale
Property	Open the cycle track	Provide additional physical outdoor opportunities for the children
	Learning Support Bathroom and property modifications	To meet the physical needs of High Needs students as per MOE requirements
	LSC/ESOL/MSL learning spaces	To meet MOE requirements for appropriate LSC space
	Investigate additional playground safety features	Improve sun protection and health and safety features in play areas
Finance	Continue to manage the school within budget	To maintain increased budgets for Learning Coaches to support teachers and learners. Extra allocation to fund an additional teacher in 2021.
	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 Increase in budget for additional Learning Coach/Teacher Aide support in classrooms
Personnel	Continue to develop the skills of the staff and leadership team	Induct new staff members (including beginning teachers) Induct new support staff to support new students with Learning and Behavioural needs Mentor the CoL ‘Across School’ Leaders in their positions
Community Engagement	Continue to foster the links between home and school with	Pool party, EOTC week, Parent education, Book Week, Xmas Carnival Promote use of SnAPP (smartphone app) for communication with parents/caregivers, staff to support school sporting and cultural events

Community Engagement continued	regular community events and consultation	
	Continue strengthening BOT/PTA/Staff relationships	<p>Promote symbiotic relationship to enhance outcomes for all learners</p> <p>Appoint and support a new Parent Teacher Association (PTA)</p> <p>BoT and staff representation on PTA</p> <p>Provide opportunities for parents/caregivers to attend BoT meetings etc. Give the Board members visibility wherever possible</p>
	Sustain the Community of Learning collaboration to enhance outcomes for all learners in the Palmerston North East Kahui Ako	<p>Collaboration with 10 schools geographically aligned to work through our agreed challenge to enhance wellbeing and learning within and across our schools. This encompasses the new Learning Support Co-ordinator roles.</p> <p>Planning for 2022 is underway - the Kahui Ako is exploring moving towards 'Cultural Competence' being our next focus.</p>