



School Charter
Strategic and Annual Plan for
Hauturu School

2019 - 2021

Principals' endorsement:	Sue Coyle
Board of Trustees' endorsement:	Tim Gilbert
Submission date to Ministry of Education:	March 1 st 2019

Hauturu School 2019 - 21

Introductory Section - Strategic Intentions

Mission Statement	<i>Together we will all strive for knowledge, excellence and stewardship.</i>
Vision	<i>Toi Te Mātauranga, Toi Te Mana, Toi Te Whenua Strive for knowledge, excellence and stewardship</i>
Values	<p>We will all model the 3R's</p> <ul style="list-style-type: none"> ❖ Resilience ❖ Responsibility ❖ Relationships
Principles	<p>High Expectations: The curriculum supports and empowers all students to learn and achieve personal excellence, irrespective of their individual circumstances.</p> <p>Treaty of Waitangi: The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te Reo Māori me ōna Tikanga and other aspects of Māori culture and history.</p> <p>Cultural Diversity: Hauturu School will openly demonstrate respect for and acknowledge traditions and histories of our multi-cultural nation.</p> <p>Inclusivity: Hauturu School will ensure it is empowered to address the learning needs in a manner that reflects equity and equality amongst all its students.</p>

	<p>Learning to Learn: Our students will be provided with the opportunities to reflect on their learning and successes, encouraging them to become creative, independent and collaborative lifelong learners.</p> <p>Community Engagement: The curriculum has meaning for students when it connects with their wider lives and engages the support of families, whanau and communities in meaningful learning experiences.</p> <p>Coherence: The curriculum offers all students a broad education that makes and provides connection within and across learning areas, it provides coherent transitions and opens pathways to further learning.</p> <p>Future Focus: Together we work to ensure that programmes are in place promoting sustainability, citizenship, enterprise and globalisation. Children will increasingly become aware of their place in our community and wider in our society.</p>
<p>Māori Dimensions and Cultural Diversity</p>	<p style="text-align: center;">CULTURAL DIMENSIONS: <i>Seeking Educationally Powerful Relationships.</i></p> <p>Whanaungatanga Hauturu will actively engage in respectful working relationships with Māori learners, parents, family, hapu and iwi.</p> <p>Manakitanga Hauturu will, at all times show integrity, sincerity, and respect towards Māori beliefs, language and culture.</p> <p>Tangatawhenuatanga Affirm Māori Learners as Māori, providing contexts for learning where the language, identity and culture of Māori learners and their whānau are affirmed.</p> <p>Ako That teachers will take responsibility for their own learning and that of Māori learners.</p> <p>Wananga Participate with learners and communities in robust dialogue for the benefit of Māori learner's achievement with regular wananga.</p> <p>Educationally powerful Relationships- Consult with students and family at every opportunity.</p> <p>Tikanga Hauturu School will take all steps to provide learning opportunities in Tikanga Māori and Te Reo for students.</p> <p>New parents will be informed of our school culture and the current level of teaching Tikanga.</p>

Baseline Data or School Context					
Students' Learning	Table demonstrates expected curriculum achievement of all learners in reading, writing and mathematics.				
		2016	2017	2018	Target 2019
	Reading Well below & below	12%	22%	28%	23%
	At & Above	88%	78%	72%	77%
	Writing Well below & below	18%	30%	29%	23%
	At & Above	82%	70%	71%	77%
	Mathematics Well below & below	20%	11%	28%	23%
	At & Above	80%	89%	72%	77%
Student Engagement	<ul style="list-style-type: none"> ❖ Students have indicated they enjoy having teachers interested in them as a person as well as a learner. ❖ Students have stated they prefer structure in their learning, e.g. rotations for core learning. ❖ Attendance average 2018- 77.29%. The students who have had attendance concerns were addressed by the Principal communicating with the family. There has been considerable improvement. ❖ Attendance issues are communicated to the Board of Trustees at monthly meetings. ❖ Attendance policy and procedure to be reviewed. ❖ In 2018 there were 3 stand downs. 				
School Organisation and Structures	At Hauturu School are 24 students on the roll. Year 0x1 student, Year 1x2 students, Year 2x2 students, Year 3x3 students, Year 4x5 students, Year 5x3 students, Year 6x3 students, Year 7x4 students, Year 8x1 student.				

	<p>Of the 24 students; 8 are Cook Island Maori, 6 are Maori, 10 are Pakeha. Hauturu School consists of 2 classrooms. Kereru class: Years 0-3 Kotuku class: Years 4-8 There are 2 fulltime teaching staff (Principal and Scale A), 1 part teacher (2 days), teacher aide (14 hours). 3 of the teaching staff are of, or have connections to the local Maori community. There is a part-time office executive, 2 cleaners and a caretaker also on staff. Hauturu School has 3 teaching spaces, one room was constructed 3 years ago, one room will be under-going an upgrade in 2019. The third learning space will only be used if there is a roll growth.</p>
<p>Review of Charter and Consultation</p>	<p>The Charter will be formally reviewed every 3 years (July 2020). Regular consultation with community and students voice re selected focus areas. Annual Aims will be reviewed annually, e.g. Review of reporting progress and achievement to parents- August 2019. Meetings with Pacific and Māori families will occur annually.</p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2019 – 2021 Annual Plan 2019
Students’ Learning	<p>Improve outcomes for all students, particularly Māori and Pacific.</p> <p>Accelerate progress of students achieving below curriculum expectations.</p>	<ol style="list-style-type: none"> 1. Develop and implement effective instructional teaching practices to meet the needs of students (inclusion of priority learners, Māori and Pasifika). 2. Use formative assessment practices to develop metacognition. 3. Develop a school-wide system to monitor student progress across all learning areas. 4. Implement contexts of learning that are culturally appropriate.
Student Engagement	<p>Review programmes to ensure contexts meet student interest and are culturally responsive.</p>	<ol style="list-style-type: none"> 1. Ensure student voice is collected for learning contexts. 2. Continue encouraging students attending school, by monitoring attendance and communicating with families/whanau. 3. Use smart tools as part of teaching and learning that motivate students, e.g. robotics 4. Continue developing positive feedback given to students as part of school behaviour plan. 5. Provide a safe physical and emotional environment.
Personnel	<p>Develop teacher’s self-reflection of practice through appraisal system to support effective teaching.</p>	<ol style="list-style-type: none"> 1. Develop staff ability to use online appraisal tool. 2. Provide regular professional learning opportunities for teachers in all curriculum areas. 3. Develop systems for reviewing effective teaching practice. Collaborate by sharing resources. 4. Provide a safe physical and emotional environment.

Community Engagement	Engage the community in effective home-school relationships.	<ol style="list-style-type: none"> 1. Develop a range of effective methods for communicating with the community. 2. Staff and students participate in community events. 3. Encourage community involvement in student learning.
Property	<p>Upgrade classroom as per 10 Year Property Plan.</p> <p>Continue to improve grounds to provide greater outside learning experiences.</p>	<ol style="list-style-type: none"> 1. Use expert support to assist with keeping within budget for building project. 2. Identify areas requiring improvement in the school grounds. 3. Liaise with school support staff to develop projects for greater use of wider school environment.
Finance	<p>Operate within annual grants.</p> <p>Review expenditure to eliminate unnecessary spending</p>	<ol style="list-style-type: none"> 1. Annually review school budget to identify areas of over and under spending. 2. Ensure strategic spending occurs for specific learning areas. 3. Work collaboratively with all staff to develop awareness of cost of resources and appropriate budgets. 4. Spend annual grants to support effective teaching and learning.

Improvement Plan - Domain: Writing

Strategic Goal: Improve outcomes for all students, particularly Māori and Pacific.

Accelerate progress of students achieving below curriculum expectations.

Annual Goal: Accelerate progress of students achieving below expectations in writing.

Annual Target: *students achieving well below or below expected curriculum level in writing will have made greater than one year's progress.*

Baseline data

Number of learners 27 2017			% Well Below or Below
Well below	below	At or Above	
3/27 2 to College	5/27 1 to College	70%	30%

Number of learners 27 2018			% Well Below or Below
Well below	below	At or Above	
1/27 0 to College	6/27 1 to College	74%	26%

2018 Data Breakdown

3% (1/27) students are achieving **Well Below** expected curriculum level for their Year level for writing. The student is Pasifika/Female.

22% (6/27) students are achieving **Below** expected curriculum level for their Year level for writing. Of the 22%-14% are Pasifika, 8% Māori and 8% European (includes 1 Year 8 student- Pasifika Male)

Key Improvement Strategies

When	What	Who	Indicators of Progress
All Year	Participate in MOE professional learning- ALL (Accelerate Literacy Learning)	Principal ALL mentor	By the end of term one, target groups will be selected and accelerated teaching will begin. Mentor will visit to support teaching programme and monitor acceleration.

		teachers	2 interventions will occur in 2019, each 10 week durations. Weekly professional learning will have a segment focusing on ALL teaching and learning.
All Year	Teacher appraisal goal linked to instructional writing.	Principal Teachers	By the end of term one, teachers will have set up appraisal goals relating to instructional writing practice in Arinui appraisal tool. Entries reflecting on practice will occur during the year.
Term One	Develop a school wide monitoring system to track student progress and achievement.	Principal Teachers	By the end of term one, learners will be monitored effectively using school system for accurate support for learners to occur.
Term Two	Moderating of student writing, using appropriate tools to ensure accurate levelling of every student happens.	Principal Teachers	By the end of term 2, learners will understand where they are achieving and next learning steps.
Term three	Implement Written Responsive Feedback intervention school wide.	Principal Teachers Community	Facilitate 'written responsive feedback' intervention collaborating with the community. All classes will participate with principal leading intervention.
Term three	Mid-Year report presented to Board of Trustees on progress and achievement in writing.	Principal Teachers	In collaboration with teaching staff, writing data is collated and analyzed for Board consideration.
All year	Instructional writing teaching focusing on process of writing. Use modelling books to record teaching and learning.	Principal Teachers	Each class will have modelling books for writing, where exemplars, learning intentions and success criteria are recorded. Effective teaching strategies will be evident during teaching and included in modelling books.
Monitoring: Every 5 weeks, junior students will be assessed on progress in writing vocabulary and graphed. Ongoing formative assessment will occur with written feedback to every student. asTTle writing will happen twice yearly in relation to assessment schedule. Tracking system will collate all student data.			
Resourcing: Money received through participating in ALL, will be spent to purchase resources to support teacher capability. Money in annual budget will be spent on teacher aide to support classroom learning.			

Other 2019 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
Implement the priorities of the 5 year property plan and the 10 year agreement.	<p>Classroom upgrade Eliminate leaking roof Upgrade electrical wiring.</p> <p>Paint asphalt for outside activities Continue to improve playground including rugby posts.</p>	Review expenditure to eliminate unnecessary spending	<p>Review budgets where overspending occurred in 2018. Collaborate with all staff to identify required spending for teaching and learning. Prioritise spending for modern learning, e.g. televisions and robotics. Review current resources for teaching and learning-Literacy and Mathematics.</p>
Personnel	Short Report	Community Engagement	Short Report
Develop teacher's self-reflection of practice through appraisal system to support effective teaching.	<p>Devote a section of weekly professional development to support everyone reflecting and improving practice. Ensure all staff well-being through individual meetings with the principal and informal conversations through the day.</p>	Engage the community in effective home-school relationships.	<p>Encourage community to use school facilities, e.g. swimming pool afternoons. Community responders for 'written responsive feedback' intervention Communicate openly and honestly through newsletters, phone call and interviews Principal and staff have presence in community events. Build a community cupboard for food items, which the community can use and add to.</p>

