



Hoon Hay
SCHOOL

Te Kura Kōaka

**2020 Charter,
Planning and Reporting**

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Vision

Our children will be confident and effective communicators, who relate well to others. They will have the necessary skills and attitudes to be active learners for life.

Qualities we value at Hoon Hay School, Te Kura Kōaka

The qualities we value at Hoon Hay School, Te Kura Kōaka, are for our students, staff and community to be respectful, responsible, persistent and curious. These align to the New Zealand curriculum values in the following way:

Respectful: Kia Whakamihia

Diversity - as found in our different cultures, languages and heritages

Equity - through fairness and social justice

Respect themselves, others and human rights

Responsible: Kia Tūtika

Community and Participation for the common good

Ecological sustainability, which includes caring for our environment

Integrity - being honest, responsible and accountable and acting ethically

Persistent: Kia Mahia

Excellence - aiming high and persevering in the face of difficulties

Curious: Kia Whakapumau

Innovation, inquiry and curiosity - by thinking critically, creatively and reflectively

These qualities will be actively promoted and expected of all people within our school community. They are explicitly taught in every classroom as part of The Hoon Hay Way (PB4L).

This will be implemented through effective teaching that ensures ~

Inclusive Classroom Climate

Diversity of children is valued. Classrooms that provide children with the confidence and the ability to take risks, to discuss with others and to listen actively. High expectations of student behaviour in an environment that maximises children's learning time.

Focussed Planning

Children's needs are identified and targeted through a variety of assessment tools. Learning goals are shared and evolve in response to learning needs.

Responsive Lessons

Promote students' thinking. Differentiated programme to meet individual needs. Willingness to adjust the task to specifically target learning needs.

Authentic Learning

The use of realistic contexts helps children to connect learning to their own experiences.

High Expectations

Have high expectations for achievement. Ask questions that provoke high-order thinking. Encourage children to reflect on their learning and make their own learning decisions.

Equity

Promotion of respect and empathy. Success for all children.

Community and School

Hoon Hay School, Te Kura Kōaka, is a large decile 8, years 1-6 primary school, with a roll of 400-500 students. We are located on Sparks Road, southwest Christchurch and enjoy an attractive, spacious 2-hectare park like environment.

You will feel warmly welcomed at Hoon Hay School, Te Kura Kōaka where positive relationships are our cornerstone. Children, staff, parents and whānau communicate openly and respectfully in an environment of high trust.

We attract and retain progressive, quality staff and make significant investment in their growth and development. Modern and innovative programmes challenge and support all learners. The majority of Hoon Hay School, Te Kura Kōaka, children achieve at or above expectation.

We celebrate children's strengths, talents and passions. Music, dance, cultural and sports specialists enrich children's experiences.



Statement of Intent

Purpose

Lift aspiration and raise educational achievement for every New Zealander.

Strategic Intentions

- Raise teaching quality and leadership.
- Use information more effectively to lift achievement.
- Target resources to address disparity in achievement.
- Engage children and students and their families and whānau, to sustain participating and transitions in education.
- Create a collaborative learning environment which provides co-teaching opportunities. Minimise disruption to learning during this change.

Education System Outcomes

- Education provision of increasing quality and value for all.
- Every child and student achieves success in education.
- The education system is a major contributor to economic prosperity and growth.
- Investment in education provides higher returns.

Local priorities will be identified through:

- Reporting on how we meet our Annual Targets.
- Strategic planning sessions with Board of Trustees and Leadership Team.
- Community Consultation.

In meeting the National Intentions and local priorities, the school undertakes to work within the National Administration Guidelines framework.

Recognising New Zealand's Cultural Diversity

Hoon Hay School, Te Kura Kōaka, will develop and implement policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori .

Māori achievement is a focus at Hoon Hay School, Te Kura Kōaka, and our goal is to ensure that Māori enjoy educational success as Māori , through knowing our tamariki and engaging with their whānau.

In recognising the unique position of Māori , Hoon Hay School, Te Kura Kōaka, will take all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for full time students.

If a Whānau requests a higher level of Tikanga and/or Te Reo than is currently available in our school's Māori programme, the staff and family will discuss and explore the following options:

- Extension of existing programmes if and as appropriate.
- Combining with a neighbouring school for parts of the day/programme.
- Dual enrolment with Correspondence School.
- Providing school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom.
- Exploring other schools who may offer programmes closer to their expectations.
- Other negotiated actions.



The Hoon Hay, Te Kura Kōaka, Way

Nineteen Classes, Four Teams, One School

We work within teams to achieve one vision for all Hoon Hay, Te Kura Kōaka, children to be active learners for life. We progress from the sea where the **Mighty Minnows** are little fish in the big pond of learning to the land, where they join **Team Harakeke**. They progress to **Team Koru** where they are further supported to grow, enabling the tamariki to flourish. Building on the skills, attitudes and knowledge they have attained the children will strive to reach their individual goals, reach for the sky and become **Legends** in their own right.

Pedagogy

At Hoon Hay School, Te Kura Kōaka, we have considered what teacher action is required for learners to develop our competencies across all learning activities and programmes. We used the pedagogy identified in the New Zealand Curriculum (p 34) and existing good practices within our school to identify effective teacher actions to ensure the successful development of our values, vision and competencies.

"The evidence tells us that students learn best when teachers:

- Create a supportive learning environment
- Encourage reflective thought and action

Enhance the relevance of new learning
Facilitate shared learning
Make connections to prior learning and experience
Provide sufficient opportunities to learn
Inquire into the teaching-learning relationship."



Principles

At Hoon Hay School, Te Kura Kōaka, we have placed the students at the centre of our school curriculum to ensure the development and provision of teaching and learning opportunities that are not only challenging and engaging for our students but also guarantee inclusion, and celebrate their unique identity and culture.

At Hoon Hay School, Te Kura Kōaka, we:

- Support and empower our students to learn and achieve personal excellence, regardless of their individual circumstances
- Acknowledge the principles of the Treaty of Waitangi
- Celebrate cultural diversity and value our history and traditions
- Provide our students with an inclusive learning environment that ensures that each student's language, cultural, physical and learning needs are addressed and met.
- Actively encourage students to reflect on the learning process and to learn how to learn.
- Engage our students, their families and members of the wider community in our teaching and learning programmes
- Ensure learning is linked, relevant to the learner, builds on prior learning and opens up pathways to further learning.

Learning Areas

We recognise that education is about the whole child. To be successful in the future, education must go beyond achievement in literacy and numeracy, and provide opportunities for children to work together to collaborate, to support each other, to develop tolerance and acceptance of others, to create, to question, to problem solve, to adapt, to think critically, to persist.

Literacy and numeracy are explicitly taught. There is an expectation that all children will succeed in reading, writing, and mathematics including those with special abilities. All children will have the opportunity to engage in challenging tasks, to have their thinking heard and valued, to believe in themselves, and to experience success.

We use a conceptual approach, integrating curriculum areas where possible, to meet the learning needs of children. We use the inquiry approach to give students the opportunity to work collaboratively, to research and create projects and outcomes that reflect their understanding. We aspire for our students to take ownership of their learning, to be inquiring, critical thinkers who solve problems and communicate well.

Social sciences, science, technology and the arts are taught through this approach using the overarching concepts (sustainability, enterprise, change) through which children's inquiries are guided. Ideally, all learning areas will be integrated into these learning experiences as these concepts provide natural links across learning areas, are future focused, and allow for children to follow their own passions.

Professional Learning – Reflective Practice, Effective Practice

Student wellbeing is central to successfully implementing The New Zealand Curriculum. A focus on wellbeing ties together the curriculum's vision, principles, values, key competencies and learning areas. Wellbeing clearly positions learners and their development as confident young people at the centre of what schools do.

Children at the Centre of Change

In 2020 our focus is on Hauora (*Taha tinana - Physical well-being, Taha hinengaro - Mental and emotional well-being, Taha whanau - Social well-being, Taha wairua - Spiritual well-being*). We want our children to be positioned to learn, and to develop and maintain positive relationships. This links nicely to Positive Behaviour 4 Learning, which will continue to develop, and our Restorative Practice development.

Full staff training on the Pause, Breathe, Smile programme, happened in 2019 and will continue to be implemented in the classrooms throughout the year.

"Pause, Breathe, Smile (PBS) leads to statistically significant increases in wellbeing, recognised by ERO as vital for educational success

Results show that participation in Pause, Breathe, Smile:

- *Improves focus and attention for better learning outcomes*
- *Increases calm and student wellbeing*
- *Enhances self-awareness and pro-social behaviour*
- *Reduces test anxiety and boosts resilience*
- *Decreases teacher stress and burnout"*

We are prioritising student and teacher hauora as we prepare for building disruption and change.

Our second priority in 2020 will be about modernising our Curriculum. This includes all aspects of the curriculum - realigning our vision, values and curriculum statements. We are going to approach an external facilitator to guide us through this. This is about being in the right place - with the right vision, values, curriculum and pedagogy to respond to the changing environment.



Hoon Hay
SCHOOL

Te Kura Kōaka

Strategic Plan

2020 - 2021

Strategic Plan

VISION

Learning Today • Leading Tomorrow

Hoon Hay children will be confident, effective communicators,
Who relate well to others. They will have the necessary skills
and attitudes to be active learners for life.



QUALITIES

Respect • Responsibility • Persistence • Curiosity

Strategic Aims

Hauora & Learning Nag 1

- Meet the passions, abilities and needs of our students
- Through inclusive practice, ensure that all students are valued and offered opportunities for success.
- Celebrate every students' identity and affirm their sense of belonging.
- Ensure Māori will enjoy educational success as Māori.
- Maximise student achievement as benchmarked to the New Zealand Curriculum.

Community Partnership Nag 2

- Strengthen partnerships and relationships with our parents, the community and other learning communities.

Environment Nag 4.5

- Provide a safe, positive learning environment that is dynamic and vibrant.

Personnel Nag 3

- Invest in quality progressive, professional learning and development to ensure that our staff are the best they can be to meet the needs of our children.
- To be aware of, and strengthen, the hauora of staff.

Strategic Aims over Three Years

Strategic Aims	2020	2021 - 2022
<p>Hauora & Learning</p> <ul style="list-style-type: none"> • Meet the passions, abilities and needs of our students. • Through inclusive practice, ensure that all students are valued and offered opportunities for success. • Celebrate every students' identity and affirm their sense of belonging. • Ensure Māori will enjoy educational success as Māori. • Maximise student achievement as benchmarked to the NZ Curriculum. 	<ul style="list-style-type: none"> • Ensure focus and consistency of teaching and learning during the renovation process. • Children know that their culture is recognised and valued. • Closely monitor and prioritise resourcing for Māori students in Years 1 to 6 who are not yet meeting expectations. • Review of Hoon Hay School, Te Kura Kōaka Curriculum 	<ul style="list-style-type: none"> • Maintain consistency of teaching and learning across all classrooms. • Implement, review, monitor, including student voice.
<p>Community Partnership</p> <ul style="list-style-type: none"> • Strengthen partnerships and relationships with our parents, the community and other learning communities. 	<ul style="list-style-type: none"> • Grow the current partnerships between the BOT, the school and the community. • Communicate effectively with all 'stakeholders' about the process of change, and what this means for children's hauora and learning. • Engage positively with the South West Cluster. • Review of our Vision and Values 	<ul style="list-style-type: none"> • Implement, review, monitor
<p>Environment</p> <ul style="list-style-type: none"> • Provide a safe, inclusive, positive learning environment. 	<ul style="list-style-type: none"> • Ensure the detailed design is flexible (dynamic) and environmentally responsible. • Ensure buildings and grounds are well maintained. • Utilise the Hoon Hay Way (PB4L) for ensuring a positive learning environment. 	<ul style="list-style-type: none"> • Implement, review, monitor
<p>Personnel</p> <ul style="list-style-type: none"> • Invest in quality professional learning to ensure that our staff are the best they can be to meet the needs of our children. • To be aware of, and strengthen, the hauora of staff 	<ul style="list-style-type: none"> • Ensure effective teaching practice. • Professional learning opportunities that promote staff and student hauora. • Offer learning and opportunity for leadership. • Provide professional learning for all staff 	<ul style="list-style-type: none"> • Implement, review, monitor • Ongoing



Hoon Hay
SCHOOL

learning today • leading tomorrow

Te Kura Kōaka

Annual Section

2020

Strategic Aim: Student Hauora & Learning Inquiry 2020 (Nag 1)

<p>Strategic Aim: Nag 1</p> <ul style="list-style-type: none"> • Meet the passions, abilities and needs of our students. • Through inclusive practice, ensure that all students are valued and offered opportunities for success. • Celebrate every students' identity and affirm their sense of belonging. • Ensure Māori will enjoy educational success as Māori. • Maximise student achievement as benchmarked to the NZ Curriculum. 	
<p>Annual Aims:</p> <ul style="list-style-type: none"> • Ensure focus and consistency of teaching and learning during the renovation process. • Children know that their culture is recognised and valued. • Closely monitor and prioritise resourcing for at risk students in Years 1 to 6 who are not meeting expectations. 	<p>2020 Student Learning and Hauora Inquiry</p> <p>We are interested in the impact of the Reading Recovery programme.</p> <p>We will gather the historical data of children who have been on RR, analyse it and determine the long term impact of the RR.</p>

Rationale

Hoon Hay supports the reading recovery intervention for students not achieving expectations by 6 years old. We prioritise RR and commit significant staffing to this programme. We are keen to find out if ex RR students who are in Years 3, 4, 5 and 6 are still achieving at expectation.

When	Actions to Achieve Targets	Actioned by	Indicators of Progress
Term 1	Identify previous reading recovery children (Year 3 - 6) where they started RR, finished RR, weeks in the programme, and where they are now and their current age.	Classroom teacher and leadership team	Achieving at the expected rate.
Mid year	Review mid year progress	Classroom Teacher	
November	Collate and analyse data Where they started RR, finished RR, weeks in the programme, and where they are now (e.g. year 3, 4, 5 or 6) and their current age.	Classroom teacher and leadership team	Continuing to make expected progress in reading

Monitoring and Review

- Progress monitored throughout the year by teaching teams and individual classroom teachers through the Performance Management guidelines.
- Inquiry progress report presented to the BOT twice within the year

Strategic Aim: Hauora & Learning Inquiry 2020 (Nag 1)

<p>Strategic Aim: Nag 1</p> <ul style="list-style-type: none"> • Meet the passions, abilities and needs of our students. • Through inclusive practice, ensure that all students are valued and offered opportunities for success. • Celebrate every students' identity and affirm their sense of belonging. • Ensure Māori will enjoy educational success as Māori. • Maximise student achievement as benchmarked to the NZ Curriculum. 	
<p>Annual Aims:</p> <ul style="list-style-type: none"> • Ensure focus and consistency of teaching and learning during the renovation process. • Closely monitor and prioritise resourcing for at risk students in Years 1 to 6 • Review of Hoon Hay School, Te Kura Kōaka Curriculum 	<p>2020 Student Learning and Hauora Inquiry</p> <p>We are interested in the impact of the PB4L programme in 2020.</p> <p>We collect information via etap</p> <p>We analyse the information for patterns and trends, twice a term</p> <p>We make decisions based on the data gathered.</p> <p>Our inquiry is to determine the impact of these practices</p>

Baseline Data

We have been part of the PB4L initiative for 4 years. During this time we have implemented a system to track behaviours in the school - etap. In 2020 we will use this data to analyse the effectiveness of the PB4L initiative - does it make a positive impact on student behaviour?

When	Actions to achieve targets	Actioned by	Indicators of Progress
Every 5 weeks	Meet as a staff to analyse the etap data looking for patterns and trends. Respond appropriately	Teaching staff	Positively respond to data
Daily	Have high expectations of all children, expecting and supporting success, by knowing the learner, and providing relevant support where needed	Teachers and Leadership Team	School wide behaviour data entries will reduce
Once a term	Look for opportunities to extend our professional practice.	PB4L Leadership Team	Attend all workshops, and learn from other schools successes in reducing negative behaviours and promoting positive behaviours.

Strategic Aim: Community Partnerships 2020 (Nag 2)

Strategic Aim: Nag 2

- Strengthen partnerships and relationships with our parents, the community and other learning communities.
- Maximise student achievement as benchmarked to the NZ Curriculum.

Annual Aims:

- Grow the current partnerships between the BOT, the school and the community.
- Communicate effectively with all 'stakeholders' about the process of change, and what this means for children's hauora and learning.
- Engage positively with the South West Cluster and Grow Waitaha
- Review of our Vision and Values

When	Actions to achieve targets	Actioned by	Indicators of Progress
Throughout the year	Continue to grow the current partnerships between the BOT, school and community.	Principal and BOT	Responses to support and help required. Community surveys
Term 1, 2, 3, 4	The staff identify with, and engage in learning with the South West Cluster	Principal and all staff	Successful implementation of Mana ake across the cluster
Term 1, 2	Work with Core Education to lead the review of our Vision and Values and potentially the localised curriculum.	BOT Principal	Consultation and review process

Strategic Aim: Environment 2020 (Nag 4, 5)

Strategic Aim: Nag 4, 5

- Provide a safe, inclusive, positive learning environment.

Annual Aim:

- Ensure the detailed design is flexible (dynamic) and environmentally responsible.
- Ensure buildings and grounds are well maintained.
- Utilise the Hoon Hay Way (PB4L) for ensuring a positive learning environment.

When	Actions to achieve targets	Actioned by	Indicators of Progress
Throughout the year	Maintain buildings and grounds to an acceptable standard, pre and post renovation.	Principal BOT	The school looks cared for throughout renovation
Throughout the year	Ensure the detailed design is flexible (dynamic) and environmentally responsible.	Principal BOT	Continue to constructively engage with the MOE and architect. Attempt to meet the time frames to ensure progress.
Term 1, 2, 3, 4	Further develop PB4L practices, using Restorative Practice and Pause Breathe Smile to enhance hauora	Principal Hoon Hay Way Team	Pause Breathe Smile and Restorative Practice introduced and implemented Data analysed for patterns of behaviour and responded to.

Strategic Aim: Personnel 2020 (Nag 3)

Strategic Aim: Nag 3

- Invest in quality professional learning to ensure that our staff are the best they can be to meet the needs of our children.
- To be aware of, and strengthen, the hauora of staff

Annual Aim:

- Ensure effective teaching practice.
- Professional learning opportunities that promote staff and student hauora.
- Offer learning and opportunity for leadership.
- Provide professional learning for all staff

Time Frame	Actions to achieve targets	Actioned by	Indicators of Progress
Terms 1-4	Employ an external appraiser to strength the leadership team	Principal	Appraisal goals and review
Term 1, 2, 3, 4	Continue with Restorative Practice workshops that assist with staff wellbeing.	Principal Teaching teams	Professional learning (external facilitator) timetabled regularly Research articles shared and discussed with colleagues

Supporting Documentation

NAG 1 Curriculum and Student Achievement

Hoon Hay School, Te Kura Kōaka, Curriculum Document	Leadership Team
Learning Support Programme	SENCO
ESOL Programmes	SENCO
Assessment Overview	Leadership Team

NAG 2 Documentation and Self Review

Charter	Principal/BOT
BOT Annual Plan	Principal/BOT
BOT Reviews	Principal/BOT
Curriculum Reviews	Leadership Team
School Review	Leadership Team
BOT Terms of Reference	Principal/BOT
Policies and Procedures	Principal/BOT

NAG 3 Employer Responsibility/Personnel

Performance Appraisal	Principal
Staff Development	Leadership Team
BOT Development	BOT
EEO	Principal/BOT
Appointments	Leadership Team/BOT

NAG 4 Finance and Property

Budget	Principal/BOT/Accountant
Annual Audit	Principal/BOT/Accountant
Monthly Reports	Principal/BOT/Accountant
Asset Register	Principal/BOT/Accountant
Banked Staffing	Principal

NAG 5 Health and Safety

Behaviour Management Plan	Leadership Team
Accident Register	Sickbay (Office Administrators)
Hazards Register	Caretaker
Evacuation Plan	All rooms

NAG 6 Operations/Administration

BOT Policy/Procedures Folder	Principal/BOT
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