



Ko te piko o te māhuri. Tērā te tipu o te rākau.

STRATEGIC PLAN

2021 - 2024

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ANNUAL

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School Description – location and context

Hornby Primary School is a decile 3, state co-educational school catering for Years 1-6 children. It is situated in the western Christchurch suburb of Hornby. The majority of our Year 6 students go to Hornby High School which caters for Year 7-13 students, the remainder choosing other providers for Year 7 and 8 education.

Since its establishment as a full primary school in 1895, having a capacity of 800 children in the war years, the school is

now maintaining a roll of approximately 250-270 pupils. Other primary schools nearby include South Hornby, Gilberthorpe, St Bernadette's and Sockburn. Hornby Primary School generally draws children from the suburbs of Hei Hei, Broomfield and Islington.

Community resources used by Hornby Primary School include Kyle Park, Hornby Public Library and Hornby High School. Our school community currently consists of 174 families, of which 31% are New Zealand European pupils, 39% Maori, 12% Pasifika, 8% Filipino, and 10% of pupils from a wide range of other ethnicities which include; Australian, Cambodian, Indian, Nepalese, African origin and Middle Eastern.

An enrolment scheme was implemented at the beginning of Term 2, 2017. Families must reside within the enrolment zone in order to enrol. The exception being those families who choose a bilingual education, they are able to enrol outside of the zone if they meet the school's bilingual criteria and there is space available.

Presently staffing is comprised of a Principal, fourteen teachers, including a fully released Deputy Principal who provides learning support programmes, including an ESOL. We employ seven teacher-aides to support our students, a part-time teacher who delivers 0.3 reading recovery and a caretaker. We also have the Resource Teacher of Maori (RTM) based in the portacom onsite. We also have access to a Learning Support Coordinator (LSC). The LCS is shared between St Bernadette's and Gilberthorpe Schools.

A Social Worker in Schools (SWiS) is based in the Room 11 (old block) who services Hornby, Gilberthorpe and St Bernadette's Schools.

We have two Level 2 bilingual classes, referred to as Te Puna o te reo. The school has a positive relationship with our Māori community and have regular hui and provide opportunities for whanau involvement, consultation and feedback. The junior class caters for Years 1-3 and the senior class caters for Years 4-6. These classes attract a significant level of support from parents and the RTM.

“The curriculum is learner-centred and provides a broad, holistic and rich range of experiences that enable all children to reach their potential.” (ERO, 2016)

The school has undergone major redevelopment in the past 3 years. The school now consists of three main teaching blocks, yet to be named; green block (5 classrooms), yellow block (3 classrooms) and red block (4 classrooms). Our new Mānuka building (completed in July 2017) consists of an administration area, library, meeting rooms, staffroom and gym. The school board is to take over ownership of the block commonly referred to as Block 4, adjacent to the staff carpark.

The school is a member of the Uru Mānuka (Hornby) Learning Community which includes; Hornby High, Yaldhurst, Templeton, St Bernadette’s, Gilberthorpe, South Hornby and Wigram Primary Schools. The Uru Mānuka Education Trust which supports the work of The Manaiakalani Programme (TMP) has been operating for the last 4 years. Every school in TMP implements a teaching and learning framework known as Learn, Create, Share and are 1:1 digital from years 4 upwards.

The Hornby Barnardos Pasifika ECE operates in the school’s old carpark site on Waterloo Rd.

Recognising New Zealand’s Cultural Diversity

Hornby Primary School has developed practices that reflect New Zealand’s cultural diversity and the unique position of Maori culture.

In recognising the unique position of the Maori culture, Hornby Primary School has continued to develop the bilingual aspect of our school by supporting the development of bilingual education within our school community. In accordance with our whanau wishes, teaching and learning programmes are based on, and assessed against the New Zealand Curriculum document. The Te Marautanga document is also used to support learning programmes. Literacy and mathematics programmes are delivered in English to ensure high levels of conceptual understanding are achieved in order

for children to successfully access education at secondary school. The programme is oracy based with resources available in Maori to support the oracy programme.

When parents enrol their children we discuss the various options for enrolment. The bilingual option is explained and available to any child. If bilingual classes reach a maximum point, new enrolments will be placed on a waiting list and enrolments will be based on such factors as; Kohanga attendance, siblings that have attended bilingual classes, or children that have demonstrated an interest in te reo Māori (refer Hornby Primary School Curriculum p 29 & p 90). All children have the opportunity to be involved in our Kapahaka group.

“The principal and teachers are highly responsive to Māori children whose learning and achievement need acceleration. They know the children and their whānau well. They proactively maintain an environment that reflects the children's language, culture and identity.” (ERO, 2016)

Other Cultures Plan

In response to enrolments of children from other cultures, we implement language programmes which deliver ESOL lessons for children where English is their second language. Countries represented within our school currently where ESOL programmes are delivered include; Samoa, Fiji, Tonga, Cambodia, Nepal, Rarotonga and the Philippines.

In response to our Pasifika community, a Pasifika cultural group was established in 2011. The group is open to all children and meet once a week where they practise Pasifika song, language and dance.

We also employ a person 12 hours per week to support our Filipino pupils, which involves, language, cultural games and dance.

HORNBY PRIMARY SCHOOL VISION

Te Māhuri Mānuka

Vision statement: our Hornby Primary School community will be adaptable lifelong learners who are digitally competent and are:

- Resilient
- Critical Thinkers
- Communicators
- Participators

Core Values: Hornby **HIKERS** (acronym)

Honesty

Individuality

Kindness

Excellence

Respect

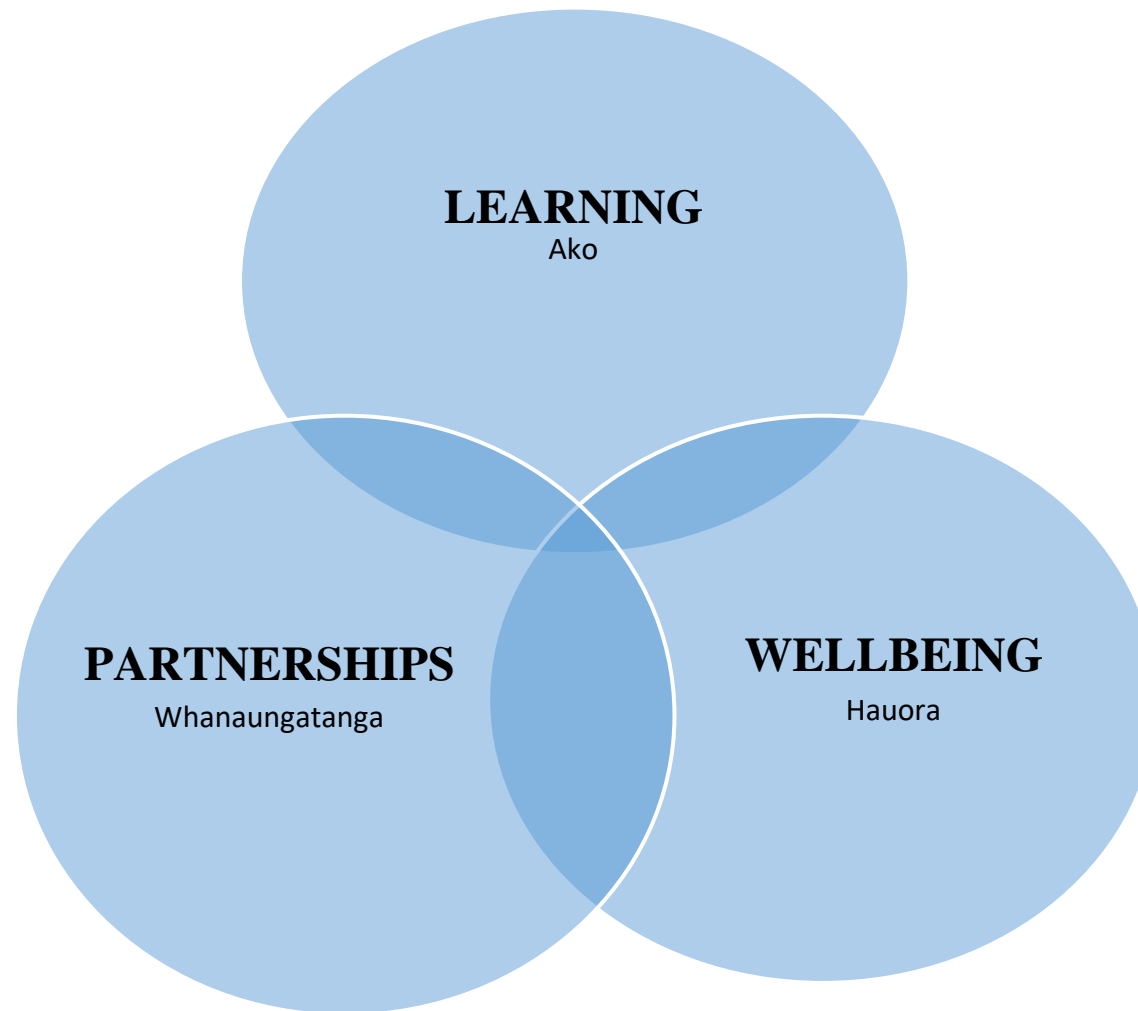
Self management

Positive Behaviour For Learning (PB4L)

Expectations:

- respect yourself
- respect others
- respect the environment

STRATEGIC AREAS



STRATEGIC GOALS

LEARNING

Ako

Embed learner-focused relationship between teacher and pupil; the sole purpose of which is to support pupil learning
(Clarity in the Classroom, Michael Absolum, p 29).

WELLBEING

Hauora

Pupils, families/whānau and staff will flourish.

PARTNERSHIPS

Whanaungatanga

Promote educationally powerful connections and relationships with parents, whānau and communities that promote positive learning outcomes for all learners (Productive Partnerships, p 17, Ka Hikitia).

STRATEGIES

LEARNING

Ako



Strategy 1. Relentless focus on teaching and learning practice in reading that promotes positive learning outcomes for students, with a focus on Learn Create Share (LCS) and the affordances of digital technology.

Strategy 2. Develop and refine our teaching and learning practice in mathematics that promotes positive learning outcomes for students.

WELLBEING

Hauora



Strategy 3. Sustain Positive Behaviour For Learning (PB4L) programme and implement Tier 2.

Strategy 4. Continue participation in Active Learning initiative with Sport Canterbury and promote physical activities across school.

PARTNERSHIPS

Whanaungatanga



Strategy 5. Establish a school whānau/community group and promote culturally responsive practices across school.

Strategy 6. Active participant in the Uru Mānuka Kahui Ako and ensure a relentless focus on achievement challenges.

HORNBY PRIMARY SCHOOL

STRATEGIC PLAN 2021-2024

STRATEGIC AREA: LEARNING - AKO

Strategic Goal	2021	2022	3-5 Years
Embed learner-focused relationship between teacher and pupil; the sole purpose of which is to support pupil learning	<p>Target children, including Māori and Pasifika, are achieving 'At' or 'Above' NZC & LLP expectations in reading, writing & mathematics</p> <p>Clear evidence of high leverage practices (HLPs) in reading across school</p> <p>Teachers are implementing learnings and strategies from DMIC PLD in mathematics teaching and learning programmes across school</p>	<p>Sustain student achievement at 65%+ in reading, writing & maths</p> <p>Strengthen and build on practices that accelerate progress & achievement</p> <p>Updated mathematics programme implemented across school</p>	<p>Student achievement at 70%+ in reading, writing & maths, and evidence of accelerated pupil progress and achievement</p> <p>Fully digital from Years 1-6</p> <p>Teachers confident in their mathematics teaching and learning practice.</p>

STRATEGIC AREA: WELLBEING - HAUORA

Strategic Goal	2021	2022	3-5 Years
<p>Pupils, families/whānau and staff will flourish.</p> <p><i>We define flourishing in this way. “PERMA summarises the various elements of wellbeing: the P stands for positive emotions (aka happiness), E for engagement, R for relationships, M for meaning and A for accomplishments.</i></p> <p><i>The presence of these five equates to flourishing psychological health; the absence is referred to by academics as languishing.”</i></p>	<p>Continue PB4L programme and implement Tier 2</p> <p>Implement NZCER@Student Wellbeing Survey</p> <p>Continue participation in Active Learning Initiative with Sport Canterbury, and implement school physical activity programmes</p>	<p>Strategic review of PB4L</p> <p>Implement areas for development as identified in NZCER@ Survey</p>	<p>Implement recommendations from review</p> <p>Our school community is flourishing as judged by the PERMA model</p>

STRATEGIC AREA: PARTNERSHIPS - WHANAUNGATANGA

Strategic Goal	2021	2022	3-5 Years
Promote educationally powerful connections and relationships with parents, whānau and communities that promote positive learning outcomes for all learners.	<p>Māori, Pasifika & Filipino parents/whānau are engaged in their child's learning and participating in school community</p> <p>Up-to-date evidence base about what parents/whānau experience as they support their child's learning & what success looks like for them</p> <p>Teachers are attending and contributing to cluster PLGs, and evidence of ongoing collaboration and sharing of resources and ideas.</p>	<p>School and community are engaged in reciprocal, learning-centred relationships</p> <p>Strong cluster collaboration PLGs operating effectively and accelerated student progress and achievement across cluster</p>	<p>Strong empowered parent/whānau that is actively involved in their child's learning</p> <p>Practices embedded across cluster in a business as usual manner and positive Kahui Ako outcomes.</p>

HORNBY PRIMARY SCHOOL

ANNUAL PLAN 2021

STRATEGIC AREA: LEARNING - AKO

Goal: Embed learner-focused relationship between teacher and pupil; the sole purpose of which is to support pupil learning

Strategies	Led by	Timeframe	Expected Outcomes
<p>Strategy 1: Relentless focus on teaching and learning practice in reading that promotes positive learning outcomes for students, with a focus on LCS and the affordances of digital technology.</p> <ul style="list-style-type: none"> Review best practice in reading, including Sheena Cameron resources Visible teaching and learning sites with clear evidence of high leverage practices (HLPs) in planning Reading focus for Teaching as Inquiry (TAI) Support from Uru Mānuka Education Programme Leader (EPL) Learn Create Share leadership team provides support at staff meetings Ensure productive use of library and resources 	<p>Management Team Learn Create Share team Kelsey Morgan (EPL) Wayne Martyn Pam Jones</p>	Ongoing	Clear evidence of visible teaching and learning sites, including HLPs in planning across school, and accelerated student progress and achievement in reading
<p>Strategy 2: Develop and refine our teaching and learning practice in mathematics that promotes positive learning outcomes for students</p> <ul style="list-style-type: none"> Participate in DMIC programme, including Teacher Only Days Share good practice across school through classroom visits 	<p>DMIC mentors Management team Numeracy leader</p>	Ongoing	Updated programme ready for implementation in 2022 and a shared understanding of quality teaching and learning practice in mathematics

<ul style="list-style-type: none"> Continue to update mathematics programme 			
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STRATEGIC AREA: WELLBEING - HAUORA

Goal: Pupils, families/whānau and staff will flourish.

Strategies	Led by	Timeframe	Expected Outcomes
<p>Strategy 3: Sustain Positive Behaviour For Learning (PB4L) programme and implement Tier 2.</p> <ul style="list-style-type: none"> • UBRS training • Regular agenda items at staff meetings • Participate in PB4L forums • Implement NZCER@Student Wellbeing Survey • Learning Support Coordinator (LSC) supports Pastoral Care Team <p>Goal 4 Continue participation in Active Learning initiative with Sport Canterbury and promote physical activities across school.</p> <ul style="list-style-type: none"> • Winter sports • Basketball • Touch rugby • Schoolwide events • Staff meetings - curriculum development and units of work • Implement Physical Activity Leaders PALs initiative 	<p>Wayne Martyn Jane Clifford Teachers Jayne Thomas</p> <p>Nic Scott Teachers</p>	<p>UBRS Term 2</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Pupils can articulate school Values & Characteristics. School expectations are understood & implemented consistently across school. Inappropriate behaviours are reduced. Confident, connected learners, engaged in learning. In-class practices consistent across school. Happy motivated staff.</p> <p>Updated PE/Health curriculum programme ready for implementation in 2022. Teachers have an increased awareness of active learning initiatives and strategies.</p>

STRATEGIC AREA: PARTNERSHIPS - WHANAUNGATANGA

Goal: Promote educationally powerful connections and relationships with parents, whānau and communities that promote positive learning outcomes for all learners.

Strategies	Led by	Timeframe	Expected Outcomes
<p>Strategy 5: Establish a school whānau/community group and promote culturally responsive practices across the school.</p> <ul style="list-style-type: none"> Review findings from Mātauraka Mahaanui Evaluative framework and implement action plan Co-opt community member to board Continue kapahaka, Pasifika and Filipino groups, including performances Te Ropu Whirinaki whānau group 	<p>Board Principal Heather Jane Kate Mc Jayne Thomas</p>	Ongoing	<p>Maori, Pasifika & Filipino whānau are engaged in their children's learning and participating in school community.</p> <p>Up-to-date evidence base about what parents/whānau experience as they support their child's learning & what determines success from their perspective.</p>
<p>Strategy 6: Active participant in the Uru Mānuka Kahui Ako and ensure a relentless focus on achievement challenges</p> <ul style="list-style-type: none"> Kahui Ako co-lead responsibilities, including support for Across Community Teachers (ACTs) Leader of Learning participates in termly cluster PLGs Kahui Ako WISTs connect and collaborate across Kahui Ako Principal maintains strong connection with Uru Mānuka Education Trust (UMET) 	<p>Principal Kate Mc Kahui Ako ACTs and WISTs</p>	Ongoing	<p>Teachers are attending and contributing to cluster PLGs.</p> <p>Evidence of ongoing collaboration and sharing of resources and ideas.</p> <p>Progress towards Kahui Ako achievement challenges, and strong connections with ACTs and WISTs.</p>

Data that informs our decision-making	Professional learning support	Kāhui Ako alignment
<ul style="list-style-type: none"> Attendance Behaviour, stand downs, exclusions Matauraka Mahaanui Evaluative Framework Cultural and sporting participation and engagement Parent/whanau feedback <p>Student achievement data</p> <ul style="list-style-type: none"> End of year OTJs e-asTTle writing SEA and Observation Survey PATs; reading comprehension and mathematics Manaiakalani observations, including student, teacher and parent feedback NZCER@Student Wellbeing Survey 	<ul style="list-style-type: none"> Localised curriculum (CORE) Team Approach to Language Learners (TALL) Kahui Ako; PLGs, Leaders of Learning EPL (Kelsey) Manaiakalani Convenors Group Emma Planicka – digital support DT/HM DMIC 	<p>Achievement and digital fluency</p> <ul style="list-style-type: none"> Embed Learn Create Share pedagogy and the affordances of digital technology within and across Uru Mānuka to enable students to flourish <p>Wellbeing/Hauora</p> <ul style="list-style-type: none"> Enable students and whanau to flourish <p>Transitions</p> <ul style="list-style-type: none"> Strengthen the coherence of learning so students flourish as they progress in their schooling <p>Culturally responsive practice</p> <ul style="list-style-type: none"> Promote language, culture and identity in order for students to flourish

Business As Usual
<ul style="list-style-type: none"> Localised curriculum review and development Better Start Kapahaka visits with Hornby High and local pre schools Mana Ake SWiS Uru Mānuka Education Trust Uru Mānuka Transition Group School orientation programme (transitions) TLRI social emotional initiative with University of Canterbury