

# Charter 2017

The Ham West Way: Our Values will be integrated into all aspects of school life -  
social, academic & cultural

Ako: we learn together

Manaakitanga: we care for each other

Rangatiratanga: our best always

Kaitiakitanga: guardianship of the environment

Whanaungatanga: we respect each other

## Our Best Always

**Whaia nga matauranga hei paenga mo  
te Hinengaro  
Pursue all knowledge, to enhance  
your thinking**

### School Priorities

- Literacy & Numeracy - develop a more comprehensive English and Mathematics Curriculum Statement, build teacher knowledge / confidence in teaching English and Mathematics (especially linking the strands), teachers gaining a better understanding of grouping for targeted purposes (flexible, ability and mixed ability grouping), meeting the needs of priority learners, better interpretation and use of achievement data, **investigate schoolwide resource - Prime Maths**
- Inquiry Learning - increasing teacher knowledge / confidence, unpacking inquiry, integrating across subjects, **explore new inquiry model**: Coach Mary-Anne Murphy
- Cultural Responsiveness: keep increasing teacher and student knowledge and understanding of Māori culture and language
- Teacher mentoring will be the main means of providing PDL for teachers
- Wellbeing Plan development & implementation
- Enviro Plan development & implementation
- **Develop codes of practice ethics to enhance professionalism of all staff - include in PM programmes**

### Community Consultation and Ratification of Charter

- Feb -2017 - Charter sent to MoE
- Oct 2016 - Begin Charter review for 2017
- Nov 2016 - Consult school groups, including Whanau Group
- Dec 2016 - BoT ratify Charter for 2017



Hamilton West  
School

PUKEKO

People Understanding Kids Education  
Keeps Ongoing

The [Ham West Way](#) means implementing the NZ Curriculum focusing on Education for Sustainability and including wherever possible the following resources:

**Human Resources:** Family / Whanau, Artists, Musicians, Government Agencies (Police, Fire, Health), Well-being Specialists, Sports and Local Personalities and Alumni to enhance relationships and leadership potential.

**Physical Resources:** Lake Rotoroa, Hamilton Gardens, Waikato River, Museum, Library and other services to enhance student identity and sense of belonging.

The [Ham West Way](#) to Cultural Diversity and the Maori Dimension

#### **We will:**

- Be aware of the Treaty of Waitangi Principles
- Be accepting of and value other heritages and cultures
- Promote the Maori concepts associated with The Ham West Way
- Continue to promote and improve the achievement of Maori, Pacifica and ESOL students against the NZ Curriculum.
- **Students have the opportunity to take part in Kapa Haka**
- The school will ensure that all reasonable steps are taken to provide instruction in tikanga Maori and te reo Maori for full-time students whose parents ask for it.

# Strategic Plan 2017 - 2019

## Improving Student Learning & Achievement

### Curriculum Goals

- Implement the new NZ Curriculum our way.
- The needs of the students influence curriculum delivery.
- To review learning programmes on an ongoing basis, including reflection on Teaching as Inquiry
  - Numeracy—Goal
- To set mathematics targets based on assessment data. Further develop best practice models for numeracy
  - Literacy—Goal
- To set literacy (reading & writing) targets based on assessment data. Further develop best practice models of literacy
- To work with the CC CoL to implement its achievement challenge
  - ICT—Goal
- Deepen knowledge about e-learning and up-skill staff in use and capability in ICT
  - Relationship –Goals
- To enhance student / teacher / parent relationships.
- To continue to develop ways to support students at school, including accelerated learning
- To continue to recognize NZ's cultural diversity, including Maori

## Developing a Quality Learning Environment

- Literacy & Numeracy - develop a more comprehensive English and Mathematics Curriculum Statement, build teacher knowledge / confidence in teaching English and Mathematics (especially linking the strands), teachers gaining a better understanding of grouping for targeted purposes (flexible, ability and mixed ability grouping), meeting the needs of priority learners, better interpretation and use of achievement data, **investigate schoolwide resource - Prime Maths**
  - Inquiry Learning - increasing teacher knowledge / confidence, unpacking inquiry, integrating across subjects, **explore new inquiry model**: Coach Mary-Anne Murphy
  - Cultural Responsiveness: keep increasing teacher and student knowledge and understanding of Māori culture and language
  - Teacher mentoring will be the main means of providing PDL for teachers
  - Wellbeing Plan development & implementation
  - Enviro Plan development & implementation
  - **Develop codes of practice ethics to enhance professionalism of all staff - include in PM programmes**
    - Self Review
- EMERGENT, REGULAR and STRATEGIC self reviews will assist in meeting the needs of students.

## Education for Sustainability

### Sustainability Goals

**Kaitiakitanga:** [guardianship of the environment](#)

**People:** Total Well-being: what can we do to support and improve staff and student well-being?

Seek new relationships in the community to support our staff and students

**Place:** Sustainable Landscape: what sustainable land use practices can the school introduce?

**Practices:** Green Consumerism : what products can we use that are environmentally friendly and safe?

**Programmes:** Knowledge, Research & Investigation about the Environment—what should the students learn about environmentally friendly human activities?

Property

- Implement 5YPP

Paint School

Classroom development

& Fencing

New Classrooms

Human Resources

· Performance management implemented

Health and safety procedures actioned

Finance

· Develop annual budget & implement a spending strategy based on accepted commercial practice.

· Implement External Funding strategy

· Meet accounting & reporting requirements

# Annual Plan

## Professional Development & Learning

Enhance understanding of

- 'Education for Sustainability'
- Feedback and feed-forward
- Inquiry Learning - new model
- Te Reo Maori/Tikanga Maori
- e-learning
- Priority Learners and Accelerated Learning
- Teacher Mentoring
- Student Wellbeing - Restorative Practices, Resilience, Bullying Prevention, Culturally Responsive Practices & Pedagogy
- The importance of Vocabulary development
- Student Voice
- Self Review & Reporting

## Human Resources

- Develop and implement an agreed PM & PDL programme (linked) to enhance teacher capability
- **Leaders are support the Principal meeting the Charter of 2017.**
- **Principal to delegate and mentor authentic leadership.**

## Reflecting New Zealand's Cultural Diversity

- Pursue visual recognition of other cultures
- Promote the Maori concepts from the **Ham West Way**
- Te Reo programmes active and integrating into other curriculum areas
- Ensure multi-cultural component in Inquiry Learning
- **- Build on our multicultural dimension - Matariki / Diwali / Chinese Lantern Festival**

## School Priorities

Literacy & Numeracy - develop a more comprehensive English and Mathematics Curriculum Statement, build teacher knowledge / confidence in teaching English and Mathematics (especially linking the strands), teachers gaining a better understanding of grouping for targeted purposes (flexible, ability and mixed ability grouping), meeting the needs of priority learners, better interpretation and use of achievement data, **investigate a school-wide resource - Prime Maths**

- Inquiry Learning - increasing teacher knowledge / confidence, unpacking inquiry, integrating across subjects, **explore new inquiry model**: Coach Mary-Anne Murphy

- Cultural Responsiveness: keep increasing teacher and student knowledge and understanding of Māori culture and language

- **implement leadership (teacher) through the school values**

- Wellbeing Plan development & implementation

- Enviro Plan development & implementation

- **Develop / Implement codes of practice / ethics to enhance professionalism of all staff - include in PM programmes**

- **Investigate a positivist approach called Growth Mindset.**

## Partnership with the Community

- Develop partnerships with Tainui Iwi, University of Waikato, Central City CoL, NZ Police, YMCA and Rotary in the interests of student wellbeing, student achievement & improving the school environment
- Consult and report to parents on the NZ curriculum, and other important aspects of school operation
- Communication- Regular newsletters to keep parents/whanau informed
- Continue to foster school groups to work together to maintain positive relationships

## Review

Complete a range of self reviews in relation to Charter goals and school priorities.

## Sustainability Goals

Kaitiakitanga: guardianship of the environment

### **People:**

In 2017 will focus on implementing the wellbeing [plan](#)

### **Place:**

In 2017 we will [focus on implementing our Enviro Plan](#)

### **Practices**

In 2017 we work to reduce consumption - electricity (investigate solar energy) & paper

### **Programmes:**

In 2017 Enviro-Education will be [included as part of Inquiry learning](#)

## Property & Infrastructure

- Implementation 5YPP
- Continue with maintenance & develop outdoor classroom

## Health & Safety

- Continue to meet Health and Safety requirements

# Achievement Plan -Targets

## Assessment Practices

- Evaluate the achievement patterns, including gender, ethnicities and priority learners
- To keep anecdotal records to inform OTJs on each student
- Use achievement data to inform OTJs
- To use achievement information to provide targeted programmes for students
- To keep exploring the school Inquiry Learning model
- Continue developing e-learning, including on-line learning support and reporting
- Evaluate effectiveness of teacher feedback / feed forward
- Review OTJ collection & moderation

## Baseline Data

Previous years achievement data

## Resourcing

Resources will be purchased as per 2017 budget

## Reporting Student Achievement

- Parents informed of their child's progress in relation to the NS.
  - Two written reports, two parent interviews and ePortfolios (Yr 5 -8) will be provided
- School-wide achievement data will be reported to the BoT

## Formative Assessment and OTJs

Assessments and OTJs will help build a picture of student achievement across the curriculum.

## Assessment Tools

PATs (Comp, Listening, Vocab Math)  
Peters Spelling  
RR  
Observations  
JAM  
Exemplars

## Review

There will be ongoing review of teaching and learning programmes

## Link to Strategic Planning

The programme is aligned to the school's strategic goal to develop high standards of Literacy and Numeracy for all students.

## Targets for Student Achievement

### **Mathematics:**

1. Target Group: Year 4 to Year 8 Students  
Target: That the average stanine (PAT Maths) for each group be **5.6 & 85%** of students will be at or above, including Māori and Pasifika
2. Target Group: All students  
Target: That **85%** of students, including Māori and Pasifika will be at or above the Maths NS based on OTJs
3. Target Group: Priority Learners  
Target: That **30%** of students, including Māori and Pasifika, below in Reading Writing and Maths National Standard in 2016 will be achieving at the National Standard by the end of 2017

### **Reading:**

1. Target Group: Year 4 to Year 8 Students  
Target: That the average stanine across the cohort for PAT Comp is **5.6 & 85%** of students, including Māori and Pasifika will be at or above
2. Target Group: All students  
Target: That **85%** of students, including Māori and Pasifika, will be at or above the reading NS for their level based on OTJs
3. Target Group: Priority Learners  
Target: That **30%** of students, including Māori and Pasifika, below in the National Standard at the end of 2016 will be at the National Standard by the end of 2017

### **Writing: Assessment Tools - Exemplars & OTJs**

1. Target Group: Year 4 to Year 8 Students  
Target: That **85%** of students, including Māori and Pasifika, will be at or above the National Standard for their level based on OTJs
2. Target Group: Priority Learners  
Target: That **30%** of students, including Māori and Pasifika, writing below in the National Standard at the end of 2016 will be at the National Standard by the end of 2017.

**See also CC Col Achievement Challenge**

**Agency Support** University of Waikato, Waikato Principals Association Local Primary and High Schools, RTLB, MoE, NZEI, NZSTA, University of Waikato, NZ Police, Central City Community of Schools., YMCA & other relevant agencies

## **Glossary:**

BoT: Board of Trustees

EEO: Equal Employment Opportunities

EOTC: Education Outside the Classroom

GATE: Gifted and Talented Education

ICT: Information and Communication Technologies

IL: Inquiry Learning

MoE: Ministry of Education

NS: National Standards

OTJ's: Overall Teacher Judgements

PDL: Professional Development and Learning

PE: Physical Education

PL: Priority Learners

PMP: Performance Management Plan

PAT: Progress and Achievement Test

PTA: Parent Teachers Association

SLT: Senior Leadership Team

STAR: Supplementary Test of Achievement in Reading

SNUP: School Network Upgrade Programme

TOD: Teacher Only Day

5YPP: Five Year Property Plan

10YPP: Ten Year Property Plan