

Charter 2020



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

Strategic Plan 2020 - 2022

Improving Student Learning & Achievement

Curriculum Goals

- Implement the new NZ Curriculum in a consistent way across the school landscape.
- The needs of the students will influence curriculum delivery.

Literacy Goal & Numeracy Goal

- To set mathematics targets based on assessment data. To implement a Local Curriculum Plan that supports consistency of quality teacher practice

Assessment Goal

- To develop and implement assessment schedules to assist us to focus on the needs of students, including target learners and promote consistency of practice

ICT Goal

- Implement aspects of Digital Strategy, deepen and begin implementing the new digital technology Curriculum, also focus on Netsafe

Relationship Goal

- To enhance student / teacher / parent relationships through implementing the Communication Strategy - we want consistency of systems and style
- The school will ensure all reasonable steps are taken to provide information about Te Reo me ona Tikanga Māori for full time students whose parents ask for it

Developing a Quality Learning Environment

1. Ako, Kaitiakitanga & Whanaungatanga: Tiriti o Waitangi partnership	We will practise and develop the use of te reo and tikanga Māori. We will respect and celebrate diversity across the learning environment
2. Ako & Rangatiratanga: Professional learning	We will engage in professional learning and adaptively apply this learning in practice
3. Ako & Whanaungatanga: Professional relationships	We will engage in reciprocal, collaborative learning-focused relationships with: – learners, families and whānau – teaching colleagues, support staff and other professionals – agencies, groups and individuals in the community.
4. Ako & Rangatiratanga: Learning-focused culture	We will develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.
5. Ako & Rangatiratanga: Design for learning	We will gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.
6. Ako: Teaching -	Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.
7. Ako, Rangatiratanga & Kaitiakitanga: Strong and committed Leadership	We will provide strong professional leadership to ensure we have consistency of excellent practice across the school

Education for Sustainability

Sustainability Goals

Kaitiakitanga: [guardianship of the environment](#)

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

Provide collegial and increased CRT in Whanau Teams

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
- Implement aspects of school Property Plan

Human Resources

To develop sound personnel policies and systems, which treat staff fairly, protect students and promote staff performance and the effective use of resources.

- Health and safety policies, plans and procedures reviewed and actioned.

Finance

- Develop annual budget & implement a spending strategy based on accepted commercial practice.
- Implement External Funding strategy
- Meet accounting & reporting requirements

Annual Plan 2020 - Teaching and Learning

Goals	What	How
1. Ako, Kaitiakitanga & Whanaungatanga: Tiriti o Waitangi partnership	We will practise and develop the use of te reo and tikanga Māori. We will respect and celebrate diversity across the learning environment	<ul style="list-style-type: none"> - Further develop, implement and support the school-wide te reo and tikanga Māori progressions - We will share the kete that every student and staff member brings with them to HWS - Embrace our cultural diversity and actively support the implementation of our cultural plan 2020, and new directions resulting from our self review on Cultural Responsiveness - Start investigating how social data can assist our cultural responsiveness - Select a group of students and investigate accelerating their learning using a culturally responsive approach
2. Ako & Rangatiratanga: Professional learning	We will engage in professional learning and adaptively apply this learning in practice	<ul style="list-style-type: none"> - Embrace the professional learning opportunities provided and implement into practice as identified: literacy, numeracy, digital technology, assessment for learning - Investigate the meaning and application of visible learning - We will undertake teacher inquiries in relation to our Writing PD - We will assist with the implementation of Digital Strategy - including developing as a Netsafe School - We will share our Restorative Practices approach with staff and other stakeholders
3. Ako & Whanaungatanga: Professional relationships	We will engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> - learners, families and whānau - teaching colleagues, support staff and other professionals - agencies, groups and individuals in the community. 	<ul style="list-style-type: none"> - Our communication strategy will enhance aspects of our relationships with colleagues, students and whanau / parents - keeping everyone informed in a timely way, meeting deadlines and expectations, including the use of Seesaw - Implement a new reporting to parents system, with a focus on engaging face-to-face with whanau and monitoring the levels of engagement (social data) - We will consider the staff practices (rituals) that are used to enhance wellbeing, create a sense of belonging and effective teams - Each term the Principal will meet with each Whanau Team as part of one of their combined CRT days the agenda will always include: monitoring the implementation of the annual plan, student achievement, student management & wellbeing & Our Local Curriculum, including cultural responsiveness
4. Ako & Rangatiratanga: Learning-focused culture	We will develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.	<ul style="list-style-type: none"> - We will provide our learners with information about their learning' including learning goals and next steps - We will begin a self review in relation to Visible Learning, actions - We will implement our revamped appraisal system
5. Ako & Rangatiratanga: Design for learning	We will gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.	<ul style="list-style-type: none"> - Our focus on student learning and success will be persistent - an agenda item - We will know the extent of our students success (within our classrooms, whanau teams and across the school), it is shared and celebrated and we know there will always be further development and issues to address - We will map student achievement across the national curriculum - Assessment is for learning - we will use assessment information to inform learning programmes
6. Ako: Teaching -	Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.	<ul style="list-style-type: none"> - We will have high quality teaching practice across the school to further develop our consistency of practice - We will monitor progress closely and will articulate the teaching strategies, learning approaches, learning activities, technologies and assessments that we use to close the gaps of underachievement -We will work collaboratively in our whanau teams to raise student achievement, especially those identified as target learners
7. Ako, Rangatiratanga & Kaitiakitanga: Strong and committed Leadership	We will provide strong professional leadership to ensure we have consistency of excellent practice across the school.	<ul style="list-style-type: none"> - All staff be an active participant in professional learning communities and be given opportunities to contribute to decision making (BoT, leadership level, whanau group level, curriculum teams, meetings with the Principal, Teacher Aide meetings) - Leaders will provide opportunities for everyone to have to opportunity to be involved in our self review process - We will further develop our 'coaching for success' initiative - We will review our policies and procedures framework, sharing with staff along the way

Annual Plan 2020 - Governance

NAGs	What	How
Student Achievement	<ul style="list-style-type: none"> - Keep well informed about student achievement at the school through reports provided by the Principal and Senior Leaders - Set achievement targets in consultation with the Principal - Begin to monitor the (likely) impact of budget decisions in relation to student achievement 	<ul style="list-style-type: none"> - BoT Implementation Plan/Calendar - Discussion at BoT meeting Dec/Feb
Strategic	<ul style="list-style-type: none"> - Undertake a number of self reviews including: NZ Curriculum in relation to the health syllabus - Redesign the school policy framework - Complete the Digital Strategy and begin implementation - Work in partnership with other school groups to foster positive relationships and enhance the learning opportunities for our students - Keep the community informed about the actions of the BoT 	<ul style="list-style-type: none"> - Consultation in March 2020 - BoT Implementation Plan - BoT Implementation Plan - Social Occasion - Newsletter report each month
Personnel - Roles & Responsibilities	<ul style="list-style-type: none"> - Board members will support the Principal in relation to BoT delegated responsibilities - Develop a personnel strategy - Approve the appraisal system 	<ul style="list-style-type: none"> - Monthly catch-ups - Beginning in March - Feb 2020
Property	<ul style="list-style-type: none"> - Implementation 5YPP & maintenance cycle - Implement our Property Plan 	<ul style="list-style-type: none"> - In consultation with MoE & Property Consultants - In consultation with Principal
Finance	<ul style="list-style-type: none"> - Develop the annual budget and delegate the responsibility of implementation to the Principal - Monitor budget spending quarterly 	<ul style="list-style-type: none"> - February 2020 - Monthly BoT meetings
Health & Safety	<ul style="list-style-type: none"> - Continue to meet statutory requirements - Whanau Teams will develop their own health and safety plan, referenced to school policy, procedures and programmes. It will include a section on student management - Hazard identification & mitigation 	<ul style="list-style-type: none"> - Principal to implement - Principal & Health & Safety Rep BoT
Charter review process	<p>Oct 2020 - Begin Charter review for 2021 Feb 2021 - BoT ratify Charter for 2021</p> <p>Nov 2020 - Consult school groups March 2021 - Charter sent to MoE</p>	<ul style="list-style-type: none"> - BoT

Achievement Plan	What	How
Assessment for Learning	<ul style="list-style-type: none"> · To use achievement information to inform teacher practice - teaching as inquiry · To monitor the achievement of target learners in reading, writing and maths throughout the year · To evaluate the achievement patterns, including gender, ethnicities and target learners · Continue developing e-learning, including on-line learning support and reporting · To evaluate effective teaching strategies to accelerate learning - To experiment with assessment tools that may enhance student learning - To share and celebrate student assessment highlights - with students and staff - Whanau Groups will focus on student achievement as an agenda item - Develop and implement assessment schedules - Ensure formative assessment practices are consistently applied throughout the school - Develop ways to measure accelerated learning (defined as making progress of more than 1 year during a year of instruction) - Consider ways to collect social data as part of our culturally responsive practices 	<p><u>Assessment Tools</u></p> <p>PATs (Comp, Vocab, Math) Running Records Six Year Survey Five Year Assessment Phonological Pre-Test - Post Test AsTTle PACT Tool - Learning Progressions Framework</p> <p><u>Assessment Schedules</u></p> <p>Will be published at the start of the year</p>
Achievement Targets Baseline Data Previous year's achievement data	<p>Mathematics:</p> <ol style="list-style-type: none"> 1. Target Group: Year 3 - 8 Students: Target: The average stanine PAT Maths for all students, including Māori and Pasifika be 5.8 at the end of 2020 2. Target Group: Year 3 - 8 Students: Target: That 85% of students will be at or above the expected Maths level in November 2020 based on PAT data. 3. Target Group: Year 3 - 8 Students: Target: 35% of students, including Māori and Pasifika, below the expected curriculum level in Maths in February 2020 will be achieving at the expected level by the end of the year <p>Reading:</p> <ol style="list-style-type: none"> 1. Target Group: Year 4 to 8 Students: Target: The average stanine PAT Comprehension for each cohort, including Māori and Pasifika is 5.8 at the end of 2020 2. Target Group: Year 4 to 8 Students: Target: That 85% of students will be at or above the expected Reading Comprehension level in November 2020 based on PAT data. 3. Target Group: Year 2 to 8 Students: Target: That 35% of students, including Māori and Pasifika, below the expected level at the beginning of 2020 will be at the expected level by the end of the year <p>Writing: Assessment Tools - asTTle</p> <ol style="list-style-type: none"> 1. Target Group: Year 3 - 8 Students: Target: That 75% of students will be at or above the expected Writing level in November 2020 based on asTTle data. 2. Target Group: Year 2 to Year 8 Students: Target: That 35% of students, including Māori and Pasifika, writing below the expected level at the beginning of 2020 will be at the expected level by the end of 2020 <p>Junior: The Year 1 Teachers will work together to establish norms in literacy and numeracy for students in their first 18 months of schooling. This will include expectation of stanine shifts related School Entry Assessment</p>	
Reporting Student Achievement	<ul style="list-style-type: none"> - Parents informed of their child's progress at school across the New Zealand Curriculum. - In 2020 a new reporting to parents system will operate following consultation - School-wide achievement data will be reported to the BoT in a planned way 	<p>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.</p>
Resourcing	<ul style="list-style-type: none"> - Resources will be purchased as per 2020 budget - Begin to evaluate the effectiveness of budget spending in relation to aspect of budget spending 	<p>Review: There will be ongoing review of the effectiveness of assessment for learning</p>