



HATAITAI SCHOOL

Charter and Strategic Plan 2023 – 2025

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THE HATAITAI SCHOOL CHARTER

Hataitai School opened in 1921 in the Eastern Suburbs of Wellington. In September 2021 the school postponed its centenary due to global pandemic.

Hataitai School is a co-educational state funded full primary school catering for students from Years 1 to 8 in the Wellington suburb of Hataitai. The teaching is primarily in English with opportunities for students to learn the official languages te reo Māori and New Zealand sign language. There is an enrollment zone including North Hataitai and parts of Oriental Bay, Roseneath and Evans Bay. The school is a member of the Wellington Eastern Suburbs Community of Learning: Motu Kairangi Kāhui Ako (MKKA).

This charter is a document that expresses the aspirations and desired outcomes of the school and community for all students attending Hataitai School. It forms the basis on which all significant decisions are made, such as:

- The design and development of the School Curriculum - including NZC, local curriculum, and MKKA key ideas.
- Implementation of the teaching and learning programmes within the school.
- The professional development of our staff.
- The development and maintenance of the School's infrastructure and fiscal management of Hataitai School finances.
- The management and allocation of resources.

The charter, strategic plans and aims, and annual management plan are reviewed and updated by the Board of Trustees on an annual basis. This allows the Board to regularly assess goals and the strategies required to deliver on them. They are supported by the annual plan to deliver the National Administrative Guidelines in alignment with Hataitai School's strategic aims. That is a separate document available on the school website.

HATAITAI SCHOOL MISSION STATEMENT

The mission statement for our school has stood the test of time for a hundred years, and is represented on our emblem:

Kia Kaha – Kia Toa
Be Strong – Be Brave

HATAITAI SCHOOL VISION

The vision of our school reflects our desire for the holistic achievements of all our students:

Confident, independent, highly achieving students who enjoy learning.

HATAITAI SCHOOL VALUES

The School and its community have a set of values that underpin the school, its learners and the wider community. These values are consistent with those of the Motu Kairangi Kahui Ako. RESPECT is the key word that represents the core values of our school.

MANA - Respect for Self

MANAAKI - Respect for Others

AKO - Respect for Learning

We strive to inspire and engage all learners through a respect for ourselves, each other and our learning school culture. Our teaching and learning philosophy is based on: creativity in all our learning; positive relationships and collaboration between teachers, students, and our school whānau; a flexible curriculum which encourages learning; valuing individual agency and personal ownership; promoting the special place of tikanga Māori and te reo Māori; celebrating the multicultural nature of our school, and sustainability of the special ecological environment in and around our school.

We are committed to learning, understanding and supporting our responsibilities under Te Tiriti o Waitangi.

HATAITAI SCHOOL CORE PRINCIPLES

These principles are the foundations of curriculum decision making by putting students at the center of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. Our NZC locally based curriculum will promote the best possible learning environment for all.

High Expectations

Our curriculum supports and empowers all students without discrimination to learn and achieve personal excellence.

Te Tiriti o Waitangi

The school gives effect to Te Tiriti o Waitangi by acknowledging the principles of Te Tiriti o Waitangi and the bicultural foundations of Aotearoa New Zealand. All students are given opportunities to acquire knowledge of te reo Māori and tikanga Māori. The curriculum will develop to include local histories of mana whenua.

Cultural Diversity

The curriculum reflects New Zealand's cultural diversity and values the cultures, histories and traditions of all its peoples.

Inclusion

The curriculum is non-sexist, non-racist, non-ableist and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Learning to Learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Community Engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Future Focus

The curriculum encourages students to look to the future by exploring issues of sustainability, citizenship, enterprise, and globalisation.

MOTU KAIRANGI KĀHUI AKO

As a member of the Motu Kairangi Kahui Ako, we support its current four key ideas: wellbeing, cultural responsiveness, learner agency, and transitions and pathways. In 2019 our within-school lead developed resources and established a process focused on wellbeing which was shared with the wider Motu Kairangi Kahui Ako. In 2020, our within school lead has focused on Māori cultural responsiveness and incorporating tikanga Māori into the ways of the school. In 2021 and 2022 our within school leads focused on Māori cultural responsiveness and learner agency.

RECEPTION CLASS

We support transitions from early childhood to school by creating a Reception Class model for new entrants. This small group class has a low ratio of learners to teaching staff enabling more one-to-one time with teachers and teacher aides. This is proven to smooth the transition to school, enhance the desire for learning and being at school, and ensure a strong grounding in basic literacy and maths. It also enhances social emotional learning among children, and reduces anxiety levels among both parents and children. The reception class differentially benefits learners with additional learning needs by creating a positive, safe space. Due to the decline in enrolments for 5 year olds over the last few years, in 2023 we do not have a reception class in Term 1.

PROFESSIONAL DEVELOPMENT

The school is committed to Positive Behaviour for Learning, school wide. We also have a current focus on Accelerated Learning in Math and we are reviewing how we teach Literacy. The commitment to staff professional development is centered on what students need for their learning, as well as supporting the National Education and Learning Priorities, such as learning and teaching te reo and tikanga Māori, and competence to teach diverse learners.

STRATEGIC AIMS 2023-2025

HATAITAI SCHOOL STRATEGIC DIRECTIONS for 2023	BOT ANALYSIS/ TERM REVIEWS/ FUTURE DIRECTIONS
<ul style="list-style-type: none"> ● PB4L - Positive Behaviour for Learning Programme: We will develop collaborative, socially capable problem solvers who are respectful and happy in their learning ● Motu Kairangi Kahui Ako: We will promote the Motu Kairangi Kahui Ako Key Ideas: <ul style="list-style-type: none"> - Learner Agency - Cultural Responsiveness ● Refreshing the New Zealand Curriculum - Aotearoa New Zealand Histories Literacy/Mathematics The refresh of The New Zealand Curriculum (the NZC) offers a significant opportunity for a curriculum that is shaped around our ākonga (learners) – their voice, needs, and aspirations. We will have high expectations academically and holistically for all our students. We will foster 21st Century skills through Inquiry learning and provide an enriching programme for all learners. <p>We will continue to develop and enhance the Curriculum Programmes by building on the professional learning and development of teacher pedagogies and practices.</p> <p>Teachers will continue to provide constructive feedback and feed-forward for our students to ensure they are meeting the expectations of the Curriculum at their level; alongside the implementation of the annual Hataitai School Assessment Schedule. Parents are informed of student progress formally three times a year. Every year we further enhance teacher responsiveness to our learners through individual and/or team based reflective inquiry. Through evidence, adopt a 'A Thinking and Inquiring Teacher' philosophy. Uphold the importance of excellent team planning and teaching, collaborative learning spaces, staff collegiality and respect. We embrace the strong Home - School partnerships and relationships with our wider Hataitai School learning community.</p> <p>We will ensure that the NZC reflects diverse ways of being, understanding, knowing, and doing. These elements will help us inclusively respond to the needs of individual ākonga, who are at the centre of all we do. will empower ākonga to go boldly into an ever-changing future and contribute to local, national, and global communities.</p>	<p>July - Interim All 3 directions are progressing as planned.</p> <p>December - Review</p> <p>2024 Goals</p>

STRATEGIC AIM No 1

Implement the Hataitai School Values - RESPECT through the Positive Behaviour for Learning Values Programme - PB4L

Students and Our School Community will:

Participate in a values programme (PB4L) that provides a positive school climate and creates a supportive environment for personal, social and academic growth for all. To-grow an inclusive and respectful community where everyone can thrive.

Goals:

- To create a positive and supportive environment
- To provide expectations that are consistently clear for all
- To consistently teach expected behaviours and acknowledge expected behaviours positively
- To respond to inappropriate behaviours consistently and in a fair and equitable way
- Incidences of inappropriate behaviour are monitored and reduced

2023 Annual Target:

- Hataitai School Value and Behaviour System embedded in the Tier 2 PB4L framework. Note: continue on from last year
- Maintain Tier 1 teacher and school wide practices
- Track and analyse data
- Set up a classroom practices team and also learn about, implement, track and analyse Tier 2 practices.

2021, 2022 and 2023 Key Improvement Strategies: *What do we have to learn? What will we do? When? Who is responsible?*

WHEN	WHAT (examples)	WHO	INDICATORS of PROGRESS
By the end of Term 1 Establish a Classroom	Teacher Workshops to be held Review our core understandings	Hataitai School Board of Trustees External Facilitator	<ul style="list-style-type: none">• Students learn the expected behaviours through the teaching of relevant and specific lessons• A strong culture that reflects our school values• Students appropriate behaviours increase and inappropriate behaviours decrease

<p>Practices Team</p>	<p>of the Treaty of Waitangi Students revise the expectations of the School Value - Respect Students revise the Behaviour Flowchart</p> <p>New PB4I team established.</p> <p>Staff Training - positive forecasting</p> <p>Staff evaluated their practice</p>	<p>PB4L/Principal/Leadership Team</p> <p>Whole Team</p> <p>PB4L Leadership Team</p> <p>Classroom Teachers</p> <p>Support Staff</p> <p>Whanau</p>	<ul style="list-style-type: none"> ● Appropriate PB4L language is consistently used across the school, by the leaders, teachers and learners. ● Staff members consistently adopt the new Values at Hataitai School ● Staff and Students are able to celebrate and acknowledge positive behaviour choices within and around the school location. ● PB4L sign in the playground/main gate ● Orientate any new staff to the PB4L values and lesson plans ● Teach staff about the Functional Assessment Tool ● Gain a deeper understanding of Restorative Practices ● In consultation with our Cultural Responsiveness Coordinator-unpack and Gain a deeper understanding of the terms mana, manaaki and ako including the possibility of inviting those within our wider community to talk about what the terms mean to them and how they might be more fully integrated. ● Staff visiting classes to share a story of 'respect to learning'. ● Tier 2 training for PB4L Lead Team ● School Wide behaviour data analysis and shared ● School wide positive Behaviour Expectations and consequences are consistent ● The Hataitai School values embrace the House system: <ul style="list-style-type: none"> - system effective for Houses and Learning Teams - visible, excitement, consistency of acknowledging positive behaviours - By working together a schoolwide award will occur early in the year to reinforce the idea, then one later in the year - reward jar system - bigger tokens, sustainable tokens
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Monitoring: *How are we going - check students' outcomes every term. Where are the gaps? What needs to change if this is not working. What is the Student voice?*

Refer: Term Learning Team Reviews - Staff Minutes - Interim Report to the BOT mid 2023; Year - End of Year 2022 Student Achievement Report and Curriculum Summaries

STRATEGIC AIM No 2

To Promote the Motu Kairangi Kahui Ako Key Ideas

Students and Our School Community will:

Successfully develop a knowledge and understanding of Cultural Responsiveness by identifying our school culture and incorporate the ideals of all learners in an inclusive learning environment.

Goals:

- Students and Staff will deepen their understanding of what Cultural Responsiveness means in their practice and student learning
- Through a strong base of understanding and knowing; Hataitai School Students and Staff will deepen their understanding of what Whakapapa means. That is 'Whakapapa , or geneology, is a fundamental principle in Maori culture. Reciting one's whakapapa proclaims one's Maori identity, places oneself in a wider context, and links oneself to land and tribal groupings and the mana of those.'

2023 Annual Target:

- Students and Staff will have more strategies and techniques to maintain an environment of learner agency where our learners have the power to act. Agency is when learning involves the activity, interest, knowledge and the initiative of the learner.
- By the end of 2023 a learning environment of the learner agency is effectively established and visible in school planning and documents.
- By the end of 2023 our staff and students are inclusive, are aware of our cultural diversity and respond respectfully.
- We aim to utilise students' personal and cultural strengths, backgrounds and identities, capabilities and prior knowledge to enhance the learning environment for all.

2021, 2022 and 2023 Key Improvement Strategies: *What do we have to learn? What will we do? When? Who is responsible?*

- To engage, understand and implement the Key Focus ideas for Hataitai School:
- **Cultural sustainability through Learner Agency** - focus
- To ensure the successful appointment of one Within School Leader position (or shared between 2 staff members)
- 2023 - embed our approach to Cultural Responsiveness through meaningful, purposeful contexts and activities.
- All staff participate in the Super Staff Professional Development Teacher Only Day: 24 April 2023 (cancelled)

2023 Key Improvement Strategies: *What do we have to learn? What will we do? When? Who is responsible?*

WHEN	WHAT (examples)	WHO	INDICATORS of PROGRESS
<p>By the end of 2023 Staff have had several opportunities to explore and embed what it is considered to be Culturally responsive for Maori and Pasifika students and all students of different ethnic backgrounds.</p> <p>Using students' background and prior experiences when planning curricular content, selecting strategies and designing the classroom environment.</p> <p>View the diversity of cultures within your class as a strength from all</p>	<p>Teacher Only Days in January 2023:</p> <p>Revising our understandings of the Hataitai School history of Whataitai and Ngake</p> <p>The POU and the Treaty of Waitangi</p> <p>Exploring and experiencing Wellington Local History and historical places</p> <p>Staff have numerous ongoing opportunities and exposure to Readings/Research and Professional Development. Students will learn how to be culturally responsive through the implementation of our new Values and PB4L programme</p> <p>Culturally Responsive surveys (community, students, staff)</p> <p>Staff will be culturally responsive by knowing who our Maori /Pasifika students are; and identifying all other cultures of students represented in each learning team.</p>	<p>Principal</p> <p>Senior Leadership Team - Kaiako</p> <p>All Staff</p> <p>Te Reo/Tikanga Curriculum Leader</p> <p>WSL (Within School Lead) appointed</p> <p>Motu Kairangi Kahui Ako</p> <p>Local Kaumatua</p> <p>Parent Resources</p>	<p>Staff have deepened their knowledge and embedded culturally responsive practices.</p> <p>Strong Home/School Partnerships are developed and enhanced</p> <p>Positive teacher-student relationships through the successful implementation of PB4L Hataitai School Values -</p> <p>RESPECT</p> <ul style="list-style-type: none"> - MANA: Respect for Self - MANAAKI: Respect for Others - AKO: Respect for LEARNING <p>Whanau are also welcomed to participate and collaborate fully in the programmes</p> <p>Data is gathered twice a year through student voice to further inform teaching and learning practices and next steps Learning teams and spaces are reflective of cultural and learning differences.</p> <p>School wide understanding of Tiriti Principles and how they call for schools and teachers to deliver a curriculum that:</p> <ul style="list-style-type: none"> - acknowledges the Treaty of

	Staff are managing their well-being effectively e.g. early release once per week for work /life balance/weekly and termly gatherings, waiata, karakia and collegiality.		<p>Waitangi principles</p> <ul style="list-style-type: none"> - acknowledges our nation's bicultural foundations - enables students to acquire knowledge of te reo Māori and tikanga Māori.
<p>By the end of 2023</p> <p>Students will learn by connecting new knowledge with knowledge and concepts that they already know, most effectively in active social classrooms where they negotiate understanding through interaction and varied approaches.</p>	<p>Students, board and staff have numerous opportunities and exposure to readings and research:</p> <p>Ka Hikitia Tataiako Hautu</p> <p>Regular and deliberate gathering of student voice will occur during all learning activities</p> <p>Hataitai School Local Curriculum completed and published</p>	<p>Principal</p> <p>Senior Leadership Team</p> <p>WSL</p> <p>Te Reo/Tikanga Curriculum Leader</p>	<p>Evidence of students' increased engagement in learning.</p> <p>Teachers ensure a learning environment which embraces the independence of students and their development agency.</p> <p>Students will show awareness of their actions and consequences. Our Kura has a local curriculum which is easily accessible, easily followed, and is the story of learning at Hataitai School.</p>
<p>Monitoring: <i>How are we going - check students' outcomes every term. Where are the gaps? What needs to change if this is not working. What is the Student voice?</i></p> <p>Refer: Term Learning Team Reviews - Staff Meetings - Staff Reflections -Interim Report to the BOT mid 2023; Year - End of Year 2022 Student Achievement Report and Curriculum Summaries</p>			

STRATEGIC AIM No 3

AOTEAROA NEW ZEALAND HISTORIES/NZ CURRICULUM REFRESH: LITERACY and MATHS

We will have high expectations academically and holistically for all our students. We will foster 21st Century skills through Inquiry learning and provide an enriching programme for all learners. Refreshing The New Zealand Curriculum to better reflect the aspirations and expectations of all New Zealanders. The refresh will adorn our ākonga with a korowai tied with a 3-strand whenu (cord). This korowai will be layered with huruhuru (feathers) representing who they are, who they can be, their whakapapa, and their connection to our whenua (lands). The whenu tying it together is made up of whānau (family), ākonga, and kaiako (teachers) working as partners to use and localise the NZC.

Refreshing the NZC so that it honours our obligations to Te Tiriti o Waitangi, is inclusive, clear about the learning that matters, and easy to use.

Students and Our School Community will:

The refresh of The New Zealand Curriculum (the NZC) offers a significant opportunity for a curriculum that is shaped around our ākonga (learners) – their voice, needs, and aspirations. We will have high expectations academically and holistically for all our students. We will foster 21st Century skills through Inquiry learning and provide an enriching programme for all learners.

Goals:

- Will ensure that the NZC reflects diverse ways of being, **understanding, knowing, and doing**.
- It helps us inclusively respond to the needs of individual ākonga, who are at the centre of all we do and will empower ākonga to go boldly into an ever-changing future and contribute to local, national, and global communities.

Annual Target: *Where do we want to be by the end of 2023? What are the Student outcomes we want to see?*

- Students have a deepened understanding of the big ideas (understand) as they explore the context (know) using critical practices (do)
- Mātauranga Māori (which is about a Māori way of being and engaging in the world) is a deliberate feature of the KNOW, UNDERSTAND, DO elements that helps ākonga understand a dynamic and evolving knowledge system unique to Aotearoa.

2023 Key Improvement Strategies *Where are we going?*

- Students and Whanau are familiar with the structure KNOW, UNDERSTAND, DO
- Integration of the new structure of Social Sciences

- Integration of the Maths refresh

2023 Key Improvement Strategies: *What do we have to learn? What will we do? When? Who is responsible?*

WHEN	WHAT (examples)	WHO	INDICATORS of PROGRESS
<p>By the end of 2023</p>	<p>Staff are able to identify and use the vocabulary of the KNOW, UNDERSTAND, DO structure</p> <p>Students are able to identify and use the vocabulary of the KNOW, UNDERSTAND, DO structure</p> <p>Whanau are able to identify and use the vocabulary of the KNOW, UNDERSTAND, DO structure</p>	<p>Hataitai School Board of Trustees. Andrew Davies - representative Board Member</p> <p>Principal</p> <p>Glen Sneddon, Judith Douglas Michelle James, Kris Beattie</p> <p>Team Leaders and Curriculum Leads</p> <p>All Staff</p>	<p>Professional Development - PLD is completed and signed off.</p> <p>Teachers feeling success and confident</p> <p>Principal Observations</p> <p>Planning reflects NZ Histories refresh, Maths and Literacy curriculum refresh.</p> <p>Students are able to identify and use the vocabulary of the KNOW, UNDERSTAND, DO elements of learning</p>

Monitoring: *How are we going - check students' outcomes every term. Where are the gaps? What needs to change if this is not working.*

Refer:

Term Learning Team Reviews - Staff Minutes - 2023 Local Histories Hataitai Staff PD Powerpoint - Interim Report to the BOT mid year - End of Year Student Achievement Report and Curriculum Summaries - Improved teaching practices noted in Performance Appraisal Observations

School 2023 Annual Plan (Monthly Calendar)

	February	March	April	May	June	July	August	September	October	Nov/Dec
School Programmes	SCHOOL SWIMMING - Yr 7 - 8 School Picnic (pp) Meet the Teacher	3/03: Official Opening of New Building/Centenary Celebrations	Motu Kairangi Kahui Ako - TOD (TBC) Easter Raffle Easter - 6 April	SCHOOL SWIMMING - Yr 1- 6 HSPG Fundraiser			Motu Kairangi Kahui Ako - TOD (TBC)	HSPG Fundraiser		EOTC WEEK - Year 5-8
Assessment & Evaluation	Assessment Schedule 2023 Implemented	School Wide Assessment and Evaluation, - 2023 Assessment Schedule -confirmed and implemented (SET – 6 year Nets - Running Records – STAR – PAT – e-asTTle Writing – Burt Reading Test - Self Evaluation Learning Team Review and forward term planning held each term Student Achievement Interim (mid-year) Assessment Data Report for Learning Team Initiatives (July - November)								Assessment Schedule finalised
School Development	<ul style="list-style-type: none"> Ø Curriculum Design and Implementation of New Zealand Curriculum/ Local Curriculum/including key ideas of Motu Kairangi Kahui Ako Ø Health Curriculum PB4L - Digital Technology Curriculum - PB4L - Mathematics Curriculum Ø Teaching as Inquiry - Teachers inquire into the impact of their teaching on their students: learner Agency and Cultural Responsiveness Ø Curriculum refresh - implement new curriculum (KNOW, DO , UNDERSTAND) 									
PRIORITY LEARNERS	<ul style="list-style-type: none"> Ø Staff meeting early Term 1-4 for ongoing monitoring and planning using Priority Learners Document Ø Gifted Kids Programme: on-going PD for all Teachers through Mindplus One Day School 									
Reporting to Parents	School /Team Newsletters Meet the Teacher Evening	Learning Conferences - March 14, 15 and 16		School /Team Newsletters	Learning Conferences: date TBC Interim SRoA	School /Team Newsletters				Student Record Achievement - final
Performance Pathways	Performance Pathways – (Teachers/Support Staff) Stage 1 Performance Growth	Goal Setting & Agreement Kaiako support @ observations	Performance Pathways – Stage 2 /3: On-going personal & school-based professional development (related PD – Teacher Inquiry) Performance Pathways – Support Staff Performance Growth (Principal) – Stage 2 - 4 Principal's PLG							Performance Pathways / Performance Growth (Principal) – Stage 4

	(Principal) – PLG Stage 1									
Curriculum Reporting		Learning Conferences	Learning Team Term Review Meeting		Learning Teams Celebrations	SRA SENCO Interim Student Record of Achievement Learning team Term Review.	Mid-year student achievement Review and analysis	Learning Team Term Review Team leader presentation to BoT	Curriculum Summary Reports SENCO Report	Student Record of Achievement
Board Self Review	Election of Board Chairperson Ratify Strategic Plan & budget	2022 Analysis of Variance -submitted Policy Reviews: 1.Legislation and Administration Policy 2.Privacy 3.Official information Requests	Policy Reviews: TBC	Reports to MoE: 2021 Ann.Report/ Plan Achievement Report AOV Targets	Policy Reviews: Education Outside the Classroom policies	Policy Reviews: TBC	3. Policy Reviews: 1.Inclusive Education 2.Māori Educational Success	4. Policy Reviews: 1.Health Education 2.Curriculum and Student Achievement Policy	Policy Reviews: -TBC	Strategic Planning for 2023 2023 EoY reports: - Improving outcomes for Māori report - Student Achievement Report - Curriculum Summaries 2024 meeting dates confirmed
'Every Day Matters' Attendance Data	MOE Attendance Data Report for 2023	Roll Return to MOE - March 1		MOE Attendance Data Report		Roll Return to MOE - July 1st	MOE Attendance Data Report		MOE Attendance Data Report	Attendance Data – TBC
2023 Board Meetings	23 February	30 March		11 May	15 June		3 August	7 September	26 October	30 November