



HATAITAI SCHOOL

Strategic Plan and Annual Implementation Plan

2024 – 2025

Endorsement Principal: Jacinta Simpson

Date: 1 January 2024

Endorsement Board of Trustees: Sarah Bracewell Date: 22 February 2024

Submission Date to Ministry of Education: 31 March 2024

Review and Consultation Process: These Strategic Goals reflect the priorities identified by staff, parents, whanau and our community consulted during 2023. A full strategic planning review during 2023. The staff, students, board and school community, including the Māori and Pasifika families will be consulted in 2024. Health & PE consultation took place in 2023 to support & inform planning.

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 NZ Curriculum (Refresh) - Te Mataiaho, 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.

TE POU (The Pou is the process of being refurbished and reinstalled)

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| Picture | TE POU - Our Whakapapa The two figures on the Pou are Ngake and Whataitai, the two Taniwha that used to reside in Wellington Harbour - known as Te Whanganui a Tara. Surrounding this lake was mountains and hills. Ngake longed to be free to see and explore the great depths of Moana Nui A Kiwa (The Pacific Ocean). This Taniwha had a hunger for knowledge, which he applied with his |
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| | <p>determination and strength, he was able to obtain his goal and having done this however, the lakes water level dropped so low that Whataitai became stuck while trying to leave, so he gave his body to mother earth (Papatuanuku). This is where the area and our school gets it's name and spirit, he gave up to Ranginui (Father sky). His spirit took the form of the bird Te Keo. He flew along the ridge to the top of Mt Victoria (Matairangi) and is also known as Tangi I te Keo (the weeping of Keo).</p> <p>The two Taniwha - Whataitai's head is at the bottom and Ngake is at the top, the top knot signifies the great amount of knowledge this Taniwha has obtained. It is the sign of a leader and an achiever. Below the figures a chiefly cloak wraps around the Totem representing safety and protection - the drawing together of our school community. The Toggles are a part of our school community welcome. Ngake is a symbol of strength, endurance and knowledge and tells us that hard work will always see you achieve your goals.</p> <p>The bird carved below Ngake's head is one of Whataitai's legs and gives reference to Te Keo - the spirit of Whataitai - ready to fly to the top of Matairangi (Mount Victoria).</p> |
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SCHOOL ORGANISATION

The school consists of three teaching teams across Years 1-8

- AHI Year 7 - 8 and 2 teachers
- Ngā Wai Year 4-6 and 4 teachers
- Papatūānuku Year 1-3 and 3 teachers

Each team has a Team Leader who with the Principal make up the Senior Leadership Team. A new initiative was implemented 3 years ago where the Deputy Principal role rotates every two terms. This has proven to be highly effective.

Leadership is distributed across the school and includes the SENCO lead and two WSL, a full time lead Teacher Aide and a Librarian. All work collaboratively and alongside each other.

Support staff includes a dedicated full time Office Manager assisted by a part time Office Assistant.

The BOT operates as a whole entity and includes individual leadership in a designated area of responsibility.

The Caretaking and cleaning are both contracted part time.

HATAITAI SCHOOL ETHOS 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

To deliver our mission we want all our students to:

To grow an inclusive and respectful community where everyone can thrive

To foster an environment that encourages inquiry, critical thinking and problem solving

To build a foundation in literacy and mathematics to enable deep learning across all the learning areas of the curriculum

To provide opportunities to understand and use skills that develop resilience in learning and life situations

VISION

Confident, independent, highly achieving students who enjoy learning.

To support this vision we will:

ensure that our learners and their whānau are at the centre of education - NELPS Objective 1 Priority(1 and 2)

1. Ensure our place of learning is safe, inclusive and free from racism, discrimination and bullying
2. Have high expectations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures.

To support this vision we will:

ensure that our learners receive quality teaching and leadership making the difference for all learners and their whānau - NELPS Objective 3 Priority(5 and 6)

5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our place of learning
6. Develop staff to strengthen teaching, leadership and learner support capability across Hataitai School.

Our Year 8 students will become confident, independent , highly achieving students who enjoy learning.

HATAITAI SCHOOL VALUES

Hataitai School is a PB4L - Positive Behaviour for Learning school.

The PB4L Purpose statement is: *To grow an inclusive and respectful community where everyone can thrive.*

We strive to inspire and engage all learners through a respect for ourselves, each other and our school learning 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.

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

MANA - Respect for Self

MANAAKI - Respect for Others

AKO - Respect for Learning

WE SHOW MANA - RESPECT for OURSELVES

- *By being prepared and actively participating*

WE SHOW MANAAKI - RESPECT for OTHERS

- *By using kind words, whole body listening, sharing and respecting school property and using an appropriate voice level.*

WE SHOW AKO - RESPECT for LEARNING

- *By actively participating*

CORE PRINCIPLES

The intention of the curriculum principles below is to give effect to the purpose of 'call to action' for those in the education system who have the responsibility of driving the changes needed to ensure that equity and inclusivity for every ākonga are priorities. These principles and calls to action are a catalyst for equity and excellence and contribute to wellbeing for all ākonga.

Principle

Give effect to Te Tiriti o Waitangi This is a shift from acknowledgment to authentic understanding and valuing of Te Tiriti o Waitangi and its principles.

Principle

Hold a broad view of ākonga success This principle establishes the value Te Mātaiaho places on both wellbeing (cultural, physical, emotional, social, and psychological) and excellence as connected and important outcomes of schooling.

Principle

Hold high expectations for all ākonga the curriculum is designed to recognise the strengths, interests, and open-ended potential of every ākonga.

MOTU KAIRANGI KĀHUI AKO

As a member of the Motu Kairangi Kahui Ako, we support the vision and achievement challenges of the Motu Kairangi Kāhui Ako.

Vision:

A culturally responsive community working together to support our people to realise our collective potential. "Kia whakaratai ngā dhurea o te hāpori e rauhī ai o tātou hunga e whakatutuki tātou kohinga pitomata"

Achievement Challenge:

To increase achievement for all Ākonga in Literacy and Mathematics through and towards greater
Equity
Engagement
Enrichment and
Connection

In 2024 the Within School Leads will be working through the Inquiry Cycle as a collaborative group focussing on the area that is a priority for our school.

PROFESSIONAL DEVELOPMENT

The commitment to staff professional development is centered on what students need for their learning, as well as supporting and aligning to the NELPS - National Education and Learning Priorities.

1. **Learners at the Centre** - Learners with their Whānau are at the centre of education
2. **Barrier Free Access** - Great education opportunities and outcomes are within reach for every learner
3. **Quality Teaching and Leadership** - Quality teaching and leadership make the difference for learners and their whānau
4. **Future of Learning and Work** - Learning that is relevant to the lives of New Zealanders today and throughout their lives
5. **World Class Inclusive Public Education** - New Zealand education is trusted and is sustainable

EVALUATION includes:

1. Progress against annual achievement targets
2. Evidence of teacher learning and growth
3. Feedback from students, whānau , colleagues, agencies, administrative and guiding bodies

OVERVIEW

STRATEGIC AIMS and DIRECTIONS 2024 -2025

NZ CURRICULUM - TE MĀTAIAHO

Te Mātaiaho | Refreshed NZ curriculum is designed to give practical effect to Te Tiriti o Waitangi and be inclusive, clear, and easy to use.

Mātai aho tāhūnui,
Mātai aho tāhūroa,
Hei takapau
wānanga E hora nei.

Lay the kaupapa down
And sustain it,
The learning here
Laid out before us.

STRATEGIC GOAL 1 LITERACY

We will endeavour to develop and strengthen our skills and knowledge in structured literacy programmes in order to lift student achievement.

NELP: (3) and (1)

(3) **Quality Teaching and Leadership** and (1) **Learners at the Centre**

OBJECTIVES: (3) (1)

Quality teaching and leadership make the difference for learners and their whānau
Learners with their whānau are at the center of education

PRIORITIES: (5) (6)

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of learning

Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with various needs, and to appropriately modify teaching approaches.

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

STRATEGIC GOAL 2 MATHEMATICS

We will provide the students with accessible learning experiences enabling all students to strive and thrive in mathematics.

NELP: (1) and (3)

(1) **Learners at the Centre** (3) **Quality Teaching and Leadership**

OBJECTIVES: (1) and (6)

Learners with their whānau are at the center of education

Develop teachers confidence and competence to teach diverse learners

PRIORITIES: (1) and (2)

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Have high expectations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

STRATEGIC GOAL 3 LOCAL CURRICULUM LEADERS

We will capture our Identity and skills in our kura and community. We will ensure every learner has accessibility to the curriculum

NELP: (1) and (3)

(1) **Learners at the Centre** (3) **Quality Teaching and Leadership**

OBJECTIVES:

Learners with their whānau are at the centre of education

Quality teaching and leadership make the difference for learners and their whānau

PRIORITIES: (1) and (2) and (5)

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Have high expectations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life and place of learning

STRATEGIC GOAL 1 LITERACY

Annual Goal - LITERACY

By actively engaging in professional learning we will endeavor to develop and strengthen our skills and knowledge in structured literacy programmes in order to lift student achievement.

NELP: (3) and (1)

(3) **Quality Teaching and Leadership** and (1) **Learners at the Centre**

OBJECTIVES: (3)

Quality teaching and leadership make the difference for learners and their whānau.
Learners with their whānau are at the centre of education.

PRIORITIES: (5) (6)

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of learning.

Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with various needs, and to appropriately modify teaching approaches.

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

GOALS

- Will ensure that the NZC reflects diverse ways of being, **understanding, knowing, and doing.**
- Our journey towards equity and excellence starts by identifying the key system shifts needed to strengthen teaching, learning, and assessment in literacy & communication.
- 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.

FOCUS AREA - Overview of Strategic Actions for literacy & communication

- FOCUS AREA 1: Clear expectations for teaching and learning to guide effective practice
- FOCUS AREA 2: Capability supports along the career pathway to develop effective kaiako who can meet the needs of diverse groups of ākonga
- FOCUS AREA 3: Educationally powerful connections that support and enhance learning
- FOCUS AREA 4: A system of learning supports that responds to the needs of all ākonga

- FOCUS AREA 5: System-wide evaluation that supports a system that learns

ANNUAL GOALS/TARGETS: *Where do we want to be by the end of 2024? 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)
- Increase student achievement in Better Start Literacy Approach, reflecting the implementation of quality teaching practices.
- Enhance student engagement and participation in literacy through the incorporation of Te Reo Māori and tikanga Māori into daily learning experiences.
- Measured achievement in Te Reo Māori - reported in end of year reports.
- Te reo Māori visible in all classroom environments in various forms
- Students know and recognise the big ideas behind their learning and can use critical thinking skills to advocate for others
- Students are engaged or empowered within their learning
- All lessons are accessible to all learners using digital platforms and technology
- Students transition to college feeling confident in their literacy abilities
- All students will have a love of reading

| ANNUAL GOALS - TARGETS | WE DELIVER | WHO | INDICATORS of PROGRESS |
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| <p>To actively engage in professional learning</p> <p>To continue to lift student achievement across all year groups and especially for Year 1-2 students.</p> | <p>Staff - Students - Whānau are able to identify and use the vocabulary of the KNOW, UNDERSTAND, DO structure</p> <p>Teachers will:</p> <ul style="list-style-type: none"> ● Engage in specific PLD (Better Start Structured Literacy) to strengthen their understanding and skills in the teaching of reading, writing and oral language ● Make explicit links to letter and sound knowledge ● Ensure that the schools values of Mana, Maanki and Ako are reflected within the teaching and learning | <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 School Library</p> <p>PLD - Better Start Structured Literacy Professional Development Facilitator</p> | <p>Teachers Will:</p> <ol style="list-style-type: none"> 1. Identify target groups 2. Complete their Priority and Target Students document at the beginning of each term; and analyze progress and interventions used - at the end of each term. <p>Identify specific outcomes for all students on this register.</p> <ol style="list-style-type: none"> 3. Develop a planning and overview resource which shows school wide expected progress in literacy. 4. Specific programmes and interventions identified for target students 5. Teachers and two teacher aides gain accreditation in BSLP |

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| | <ul style="list-style-type: none"> Library: continue to develop our new library and incorporate the resources in all literacy programmes | <p>Research, develop and implement interventions with external specialist teachers eg RTLit, RTLB, Speech Language Therapist.</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.</i></p> <p>Refer: Term Learning Team Reviews - Complete their Priority and Target Students document at the beginning of each term; and analyze progress and interventions used, at the end of each term - Staff Minutes - Interim Report to the BOT mid year - End of Year ANALYSIS, Student Achievement Report and Curriculum Summaries - Improved teaching practices noted in Performance Appraisal Observations</p> | | | |
| <p>Analysis of Variance Analysed and submitted to MOE by 1 March 2025</p> | | | |
| <p>In 2025: Using the above monitoring opportunities, student achievement data at year end, student voice, Board of Trustees analysis and forward planning at year end, and interim - mid year/ end of years progress indicator outcomes report - the draft 2025 Strategic/Annual goals will be updated on this document.</p> | | | |

STRATEGIC GOAL 2 - MATHEMATICS

Annual Goal - Mathematics

We will provide the students with accessible learning experiences enabling all students to strive and thrive in mathematics.
To improve consistency of the teaching of strategies and use of mathematical language across the school

NELP: (1) and (3)

(1) **Learners at the Centre** (3) **Quality Teaching and Leadership**

OBJECTIVES: (1) and (6)

Learners with their whānau are at the centre of education
Develop teachers confidence and competence to teach diverse learners

PRIORITIES: (1) and (2)

Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy
Have high expectations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

GOALS

- Will ensure that the NZC reflects diverse ways of being, **understanding, knowing, and doing**.
- Students will have an excellent **disposition** towards mathematics
- Our journey towards equity and excellence starts by identifying the key system shifts needed to strengthen teaching, learning, and assessment in maths.
- 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.

FOCUS AREA - Overview of Strategic Actions for Maths

- FOCUS AREA 1: Clear expectations for teaching and learning to guide effective practice
- FOCUS AREA 2: Capability supports along the career pathway to develop effective kaiako who can meet the needs of diverse groups of ākonga
- FOCUS AREA 3: Educationally powerful connections that support and enhance learning
- FOCUS AREA 4: A system of learning supports that responds to the needs of all ākonga
- FOCUS AREA 5: System-wide evaluation that supports a system that learns

Annual Target: *Where do we want to be by the end of 2024? What are the Student outcomes we want to see?*

- Uphold the Principles of Te Tiriti - protection, participation and partnership
- Students have a deepened understanding of the big ideas (understand) as they explore the context (know) using critical practices (do)
- To fulfill the Kahui achievement challenges of equity, engagement, enrichment and connections.

| ANNUAL GOALS - TARGETS | WE Will DELIVER | WHO | INDICATORS of PROGRESS |
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| <p>To actively engage in professional learning to comply and support Te Mātaiaho</p> <p>To continue to lift student achievement and disposition across all year groups</p> <p>With a strong emphasis on biculturalism, in particular our Māori and Pasifika learners.</p> | <p>A math programme Year 1-8 which Will:</p> <p>Co-create mathematical communities and set up learning norms for participation, contribution and risk-taking.</p> <p>Have high expectations of every learner, accessing ‘accelerated practices’</p> <p>Promote positive dispositions within every learner</p> <p>Use worthwhile mathematical tasks, and number talks in contexts and meaningful to the culture of the students, based around the Learning Objectives of NZC at the students’ expected level.</p> <p>Collaboratively plan with colleagues using ‘5 practices of orchestration’ when planning, using big ideas.</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 - Maths Workshops attended by Mathematics Lead Teacher - Judith Douglas.</p> <p>Research, develop and implement interventions with external specialist teachers</p> | <p>Our Students will:</p> <ul style="list-style-type: none"> ● Participate, take risks, justify their thinking and collaborate with peers, ● Will think of themselves as a mathematician ● Demonstrate a positive mindset and disposition within Mathematics ● Be curious and enjoy the puzzlement ● Learning from and with each other without judgment ● Developing and making sense of mathematical concepts ● Seeing math as relevant to their world ● Know what they are learning and why ● Able to share and learn from the thinking of others ● Know the next steps for their learning and how to get there ● Students can see their |

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| | <p>Use Assessment for Learning against the Learning Progression Framework (LPF) to enable feedback and feed-forward</p> <p>Have a range of tools, equipment and representations to promote learning and understanding</p> <p>Use talk moves to facilitate student dialogue</p> <p>Accelerated Practices will be used for students who are not making expected progress within the curriculum.</p> <p>Cultivate a positive home-school relationship around the understanding of teaching and learning mathematics in Hataitai Schools</p> | | <p>progression of learning and can set goals</p> <ul style="list-style-type: none"> ● Can participate in learning conversations respectfully ● Represent and connect their thinking in multiple ways ● Actively seek and respond to feedback to ensure achievement at their expected level ● Able to share their learning journey in math with their parents/caregivers |
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Analysis of Variance

Analysed and submitted to MOE by 1 March 2025

In 2025:

Using the above monitoring opportunities, student achievement data at year end, student voice, Board of Trustees analysis and forward planning at year end, and interim - mid year/ end of years progress indicator outcomes report - the draft 2025 Strategic/Annual goals will be updated on this document.

STRATEGIC GOAL 3 LOCAL CURRICULUM LEADERS

ANNUAL GOAL - LOCAL CURRICULUM LEADERS

We will capture our Identity and skills in our kura and community. We will ensure every learner has accessibility to the curriculum

NELP: (1) and (3)

(1) **Learners at the Centre** (2) **Barrier Free Access** (3) **Quality Teaching and Leadership**

OBJECTIVES:

Learners with their whānau are at the centre of education

Quality teaching and leadership make the difference for learners and their whānau

PRIORITIES: (1), (2), (4) and (5)

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Have high expectations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life and place of learning

GOALS

- Improve and develop our understanding and integration of Maturanga Māori
- Nurturing our Kuras relationship with Mana Whenua
- Through Kura Ahurea our Local Curriculum is accessible to our school community
- Staff upskilling of Te Reo Māori via Te Ahu o Te Reo Māori - Takatu Associates
- To Promote the Motu Kairangi Kahui Ako Achievement Challenges

FOCUS AREA - Overview of Strategic Actions

- FOCUS AREA 1: Clear expectations for teaching and learning to guide effective practice
- FOCUS AREA 2: Capability supports along the career pathway to develop effective kaiako who can meet the needs of diverse groups of ākonga
- FOCUS AREA 3: Educationally powerful connections that support and enhance learning

- FOCUS AREA 4: A system of learning supports that responds to the needs of all ākonga
- FOCUS AREA 5: System-wide evaluation that supports a system that learns

ANNUAL TARGETS: *Where do we want to be by the end of 2024? 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)
- Every student has accessibility to the curriculum by implementing inclusive and culturally responsive practices that meet the needs of all students.
- The students' identity, knowledge and skills are celebrated and foster a sense of whanaungatanga.
- Inclusive and culturally responsive learning environments and practices promote collaboration and respect.
- Measured achievement in Te Reo Māori - visible in end of year reports.
- Developing relationship with Mana Whenua
- All teachers strive to deliver learning experiences that are cultural encompassing
- Whānau are involved and active in the learners school journey
- All students have a sense of tūrangawaewae and advocate for the the school and community

| ANNUAL GOALS - TARGETS | WE DELIVER | WHO | INDICATORS of PROGRESS |
|---|--|---|---|
| <p>To actively engage in professional learning of Te Mātaiaho Refreshed NZ Curriculum</p> <p>To continue to improve the use of Te Reo Māori within the school</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> ● Engage in specific PLD to strengthen their understanding and skills ● Make explicit links to Te Mātaiaho, ● Ensure that the schools values of Mana, Maanki and Ako are reflected within the teaching and learning ● To read and research and implement where appropriate resources: Ka Hikitia, Tataiako, | <p>Hataitai School BOT Andrew Davies - representative Board Member</p> <p>SLT - Principal, Team Leaders</p> <p>WSL - Glen Sneddon and Michelle James</p> <p>Motu Kairangi Kāhui Ako colleagues</p> <p>Team Leaders and Curriculum Leads</p> <p>All Staff</p> | <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Develop a functioning and detailed local curriculum that reflects our kura. 2. To review and align school wide planning and practices 3. Identify target groups |

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| | <p>Hautu and Russell Bishops ‘Leading to the North-East.’</p> | <p>Professional Development Facilitator Research, develop and implement interventions with external specialists - Te Ahu o Te Reo Māori Takatu Associates</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.</i></p> <p>Refer: Observations PAT - Te Reo Māori Progressions Hataitai School Schoolwide Overview</p> | | | |
| <p>Analysis of Variance Analysed and submitted to MOE by 1 March 2025</p> | | | |
| <p>In 2025: Using the above monitoring opportunities, student achievement data at year end, student voice, Board of Trustees analysis and forward planning at year end, and interim - mid year/ end of years progress indicator outcomes report - the draft 2025 Strategic/Annual goals will be updated on this document.</p> | | | |

School 2024 Annual Plan (Monthly Calendar)

| | February | March | April | May | June | July | August | September | October | Nov/Dec |
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| 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 |

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| Performance Pathways | Performance Pathways – (Teachers/Support Staff) Stage 1 Performance Growth (Principal) – PLG Stage 1 | Goal Setting & Agreement Kaiko 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 |
| 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 |

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| 2023 Board Meetings | 23 February | 30 March | | 11 May | 15 June | | 3 August | 7 September | 26 October | 30 November |
|----------------------------|-------------|-----------------|--|--------|----------------|--|--------------------|------------------------------|---------------|-----------------------|