



HATAITAI SCHOOL

Charter and Strategic Plan 2020 – 2022

Annual Management Plan for 2020

Appendix No 1.

The Hataitai School Charter

The Charter is a document that expresses the School and Community's aspirations and desired outcomes for the students attending the School and forms the base from which all significant decisions are made. These include:

The design and development of the School Curriculum - including NZC, Local Curriculum, Kahui Ako Key ideas (2).

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 financial resources.

The Charter, Annual, and Strategic plans 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; including in response to any new or amended government policy changes or initiatives or community priorities that evolve over time.

HATAITAI SCHOOL MISSION STATEMENT

Kia Kaha – Kia Toa: Be Strong – Be Brave

HATAITAI SCHOOL VISION

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. During 2018 and 2019 Hataitai School reviewed our values and started implementing them alongside the Motu Kairangi Kāhui Ako Following consultation the key words the school community would like represented in our values is RESPECT.

HATAITAI SCHOOL STAFF CONSULTATION

The values which have emerged from consultation with the BOT, school community, Maori and Pasifika, staff and students are:

RESPECT

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.

For creativity in all our learning.

For collaboration between teachers, students, and our school whanau

For a flexible curriculum which encourages learning.

To value individual agency and personal ownership.

To celebrate the multi-cultural nature of our school and promote the special place of Tikanga Māori and te Reo Māori.

To ecologically sustain the special environment in and around our school. Informing and supporting these, are the core values of te Ao Māori.

We are adopting the Kahui Ako 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 well-being which was shared with the wider Kahui Ako.

We aim to develop the values of the New Zealand Curriculum. These values are integral to school life. We aim to review and redesign these values so that they are woven throughout the entire curriculum, modeled by staff, students and community; and explicitly taught.

HATAITAI SCHOOL CORE PRINCIPLES

The Principles are the foundations of curriculum decision making.

These principles put students at the centre 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 to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te reo Maori and tikanga.

Cultural Diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people. Implementation in the curriculum reflects New Zealand's cultural diversity and values the histories and traditions of its people.

Inclusion

The curriculum is non-sexist, non-racist, 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, whanau, 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 such significant future focused issues as sustainability, citizenship, enterprise, and globalisation.

Maori Dimensions and Cultural Diversity

Hataitai School recognises the school's multicultural community through its policies and practices; and the encouragement of all to value each other's culture.

Our policies and teaching planning and practices integrate Te Reo Maori and Tikanga Maori.

Special Character/Maori Medium Status

In February 2020 our roll status is:

NZ MAORI STUDENTS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		YEAR 7		YEAR 8		TOTALS
	1 Male		1 Male			1 Male		2 Female	1 Male		1 Male	2 Female			2 Male		7 Male 4 Female = 11 Students
PASCIFKA							1 Male							1 Female	1 Male		2 Male 1 Female = 3 Students

OUR CULTURE - OUR LEARNING ENVIRONMENT

HATAITAI SCHOOL is part of the Motu Kairangi Kahui Ako and is supporting its strategic priorities.

1. To promote a learning environment through the three aspects of **RESPECT**.

MANA - Respect for Self

MANAAKI - Respect for Others

AKO - Respect for Learning.

2. To maintain excellent student achievement for all students with a focus on equity and excellence
3. To promote the vision of our Motu Kairangi Kahui Ako 'Collaboration for Educational Change to strengthen our Culture of Inclusion and Excellence.'

4. Adopt two of the four key Kahui Ako ideas which recognise that students need rich learning pathways that are relevant to them, that they have the ability to achieve, and can use pathways to follow:

- Cultural Responsiveness (major focus) in 2020
- Learning Agency (minor focus) in 2020

HATAITAI SCHOOL STRATEGIC GOALS for 2020

Our Curriculum is supported by **Our People, Our Vision, Our Values (Respect), Our Environment** and the **New Zealand Curriculum**

Our Pathways:

- Know and understand how our children learn and how they can continue to progress in their learning
- To promote excellence in Numeracy and Literacy
- To raise the rate of progress for all students achieving 'at' and 'above' the curriculum level in Reading, Writing and Mathematics
- To raise the rate of progress for students at risk of *not* achieving at the curriculum level for Reading, Writing and Mathematics
- We celebrate
- We innovate
- We collaborate
- We create
- We lead
- A sense of well being for all
- Motu Kairangi Kahui Ako

HATAITAI SCHOOL COMMUNITY PROFILE

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 school opened in 1921 in the Eastern Suburbs of Wellington. In September 2021 the school will celebrate its centenary.

HATAITAI SCHOOL ERO FINDINGS

Refer to ERO report – September 2017

HATAITAI SCHOOL ROLL

ETHNICITY

Hataitai School as of February 2020 has a roll of 297 students. The main ethnic groups are:

1. Maori: 11 students
2. Pasifika: 3 students
3. Asian: 31 students

Attendance rates are high, compared nationally. All absences are justified, including a number of students having diverse learning experiences away with parents and family, often overseas. At mid year all teachers analyse their home class attendance rates. Any trends for individual learners are noted at the time, and addressed with families.

TRANSITION

Students transition from at least eight early childhood providers. Each provider offers a range of different learning opportunities and includes the local kindergartens, Montessori and commercial early childhood education facilities.

At the end of Year 8 our students will enrol in any one of the following Colleges: Wellington East Girls, Wellington Girls, St Mary's, St Catherine's, Marsden, Queen Margaret, Wellington High, St Patrick's – Wellington and Silverstream, Rongotai, and Wellington College.

We strive to ensure that our students meet the academic and social expectations of each level of the curriculum. We do this through self-review cycles, moderation, a strong home school partnership and a family learning culture - that is, all members of the school community are learners.

The Year 7 and 8 programmes are annually reviewed to ensure excellent and smooth transition into College.

In 2019 the roll for Year 7-8 was 94 students.

RECEPTION CLASS - Waiopahu

Hataitai School aims to further strengthen the transition from early childhood to school by creating a Reception Class for New Entrants. This enables a strong grounding in basic literacy and maths, routines are established, and ensures a familiarity with the school environment. This has been reviewed and analysed. The model has proven to be highly effective for students and their families by assisting smooth transition into school and all of the students have become immediately engaged in learning and wanting to be at school. Anxiety levels in both parents and children have decreased immensely and is now almost a non issue. This model differentially benefits learners with additional learning needs by creating a positive, safe space with fewer children and more one- to -one time with the teacher (and teacher aide if applicable). This supports positive transitions to school and social emotional learning among the children.

HATAITAI SCHOOL CURRICULUM

Hataitai School Teaching and Learning Beliefs

- A safe and stimulating environment is imperative
- Literacy, Numeracy and Oral Language are the key foundations to all other learning
- Learning must be relevant and purposeful
- Both independence and collaboration will be promoted
- The teacher's role is to activate and facilitate learning and provide appropriate scaffolds and models

FUTURE FOCUS in 2020

- Development and implementation of the New Zealand Curriculum through self-review and school wide consultation in Mathematics
- School-wide assessment practices and implementation will be reviewed annually.
- Reviewing the reporting system on 'number of weeks at school' timetable for students in Years 1-3/reviewing the Student Record of Achievement format.
- The 2019 and again in 2020 Professional Development Programme will focus on the development outlined from the 2017 ERO review; developing our understanding and implementation of Student Learning Behaviours through the PB4L professional development programme, implementing the

Digital Technologies programme of the NZC, developing teacher teaching skills in Mathematics, and further developing our understanding, participation and pedagogy of our local Kahui Ako vision.

- Our inquiry based curriculum is designed to foster individual and group learning, to give students the skills, attitudes and knowledge to become lifelong learners. Risk taking in the students learning is fostered in order to develop their natural strengths and abilities and to assume responsibility for their own learning
- Inquiry Learning and Health are also an ongoing focus for Professional Development for teachers and support staff.

There is a strong emphasis on fostering high student engagement. We aim to develop children's self-esteem and confidence so that they will use their skills and talents in a positive manner for them to become lifelong learners. There is also a clear expectation that children will develop socially responsible attitudes through caring co-operative group behaviour and service to the school.

Reporting on Student Achievement for Reading, Writing and Mathematics is now established according to 'number of weeks' time at school' for Year 1-3 students. An 'interim' (July) and a final Student Record of Achievement will be presented annually for students in Years 4-8.

December 2018: – the Student Record of Achievement format was further developed to include the New Zealand Curriculum [Level Expectations](#) for student achievement.

In 2019- 2020 the Board of Trustees' will annually revise and reformat the reporting to parents programme and the Student Record of Achievement form.

HATAITAI SCHOOL PERSONNEL

The school currently has 12 full time teachers, 4 part time teachers and a non-teaching Principal. Teacher Aides employed, and a number of support staff.

At the beginning of 2020 an aspirational senior leadership model has been introduced i.e. the four learning team leaders will lead as Deputy Principal for one term each during the course of the year.

There is a strong commitment to professional development, collegial and collaborative decision making and cooperative and collaborative team planning. Performance Management systems are designed to improve the quality of learning and teaching in the school. Professional Development aims to support 'teacher responsiveness' to student achievement. Regular assessment of both teaching and learning assists the school in identifying priorities and implementing changes. The purpose of professional development is to align with the school's strategic direction to improve student achievement.

A concise and detailed Student Achievement and Curriculum Summary Report was presented to the Board of Trustees in December 2019. Targets and priority students will be set in 2020, in response to the 2019 year-end student achievement data.

In addition, by the end of 2019 the 9th staff member completed and graduated the Mindlab Postgraduate Programme.

HATAITAI SCHOOL PROPERTY

The Hataitai After School Care facility operates in the school hall and uses school playgrounds from 3pm - 5.30pm daily.

The school has a number of asphalted playground areas, a turfed football field, shaded areas, a small grassed space and two small but well-equipped adventure playgrounds. One area provides wooden seating and shade cloth for the junior children.

In Term 1 2019 the Adventure Playground received equipment designed for senior years at the school (Year 5-8).

The environmental sustainability group – the Sustainability Team has continued.

The BOT has continued to invest (through lease) numerous additional ICT hardware to support student achievement.

The BOT Chairperson, the principal and Board of Trustees have committed to work with the MOE's Property services group, to determine the future position and provision of adequate teaching space to cater for roll growth over the decade, and to ensure quality building management. This has included in recent years, replacement of leaky classrooms and upgraded fire safety measures in the school to meet requirements. The number of classrooms and teaching groups is managed through use of flexible learning spaces (as much as possible given the old buildings). As described above, the school has a dedicated new entrant (reception) room dedicated library room (in the old Principal's office).

HATAITAI SCHOOL FINANCES

The parents of Hataitai School are excellent in their support of the school financially. An active and purposeful fundraising group supports the school in the purchase of resources which further enhance teaching and learning. Major fundraising opportunities have become community events, eg. school fair

The Board of Trustees' increased the school donation levels by 3% for 2019. The parent payment response in 2019 was 90% of the expected budget.

In 2019 the school finances have remained within budget, with a small surplus before receiving the January 1 2020 operational grant installment.

The Staffing allocation (FTTE) has been consistently monitored throughout the year. In 2020 we have 15.46 FTTE and x16 units (\$4000 each) in our provisional staffing entitlement for the year.

HATAITAI SCHOOL CULTURAL DIVERSITY

The curriculum recognizes the unique position of Maori as tangata whenua, the dual heritage of New Zealand and New Zealand's cultural diversity. It aims to provide students with experiences and understandings in cultural traditions, language, local and national histories. In respecting the Treaty of Waitangi, Hataitai School strives to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (the Maori language) for all students throughout the school. Extra teaching personnel have been provided for this purpose.

Development in the school processes to identify Maori students on enrolment, and in tracking achievement data for Maori and Pasifika students has continued. Positive school wide Maori and Pasifika student achievement is reported to the Board of Trustees twice yearly to ensure high expectations are maintained for their learning and that their needs are being met.

The curriculum recognizes Pasifika students and their contribution to New Zealand's cultural diversity.

At the end of 2013 Asian student achievement became a requirement to be reported officially to the Board of Trustees and the MOE.

HATAITAI SCHOOL CONSULTATION

Communication with the school community is undertaken through the school and board newsletters. At the commencement of each term a Learning Team newsletter is distributed to parents from each Learning Team. School newsletters are published once a fortnight. All newsletters and communications are published at the same time on the Hataitai School website.

Regular staff feedback also enhances this process. Consultation includes informal and formal meetings, surveys and questionnaires.

In 2020 the Board will conduct the following community consultations:

- Health Consultation
- Student Record of Achievement Consultation
- Maori and Pasifika Consultation

HATAITAI SCHOOL PROCEDURAL STATEMENT

Hataitai School submits a copy of its annually updated Charter to the Ministry of Education each year, along with its annual targets and the previous year's Analysis of Variance.