



HATAITAI SCHOOL

Charter and Strategic Plan 2020 – 2022

Annual Management Plan for 2020

Appendix No 2. - Strategic AIMS

Kia Kaha – Kia Toa: Be Brave Be Strong

HATAITAI SCHOOL VISION for LEARNING

Confident, independent, highly achieving students who enjoy learning.

HATAITAI SCHOOL CURRENT STRENGTHS

LEARNING/CURRICULUM	TEACHING STAFF	VALUES	VISION	COMMUNITY
<p>New Zealand Curriculum: The achievement expectations of the first four levels of the NZC will be achieved for all students during the Year 1-8 years at Primary school.</p> <p>Local Curriculum: At Hataitai School each Learning Team designs and implements a curriculum that meets the individual and collective needs of all students.</p>	<p>Staff Appointments: The BOT strives for consistency and excellence in the teaching staff. Appointments of all staff are well considered and consistently includes a Trustee on the interview panel.</p> <p>We have a breadth of knowledge, skills, and experience including experts in drama, yoga and wellbeing, music, PE, Literacy and Numeracy. We are from a range of cultures and backgrounds which enriches our approach to teaching and learning.</p>	<p>RESPECT:</p> <p>MANA - Respect for Self</p> <p>MANAAKI - Respect for Others</p> <p>AKO - Respect for Learning</p>	<p>Our Hataitai School Vision: 'Confident, independent, highly achieving students who enjoy learning.'</p> <p>Our vision provides an overarching umbrella to our values.</p>	<p>Our Hataitai School Community: Is a responsive and supportive parent and whanau group who participates fully in school activities and fundraising initiatives.</p> <p>A strong parent association who goes the extra distance to raise funds for the school in creative and relevant/purposeful /appropriate ways.</p>

HATAITAI SCHOOL STRATEGIC DIRECTION for 2020

HATAITAI SCHOOL STRATEGIC DIRECTIONS for 2020	FUTURE DIRECTIONS
<p>1. We will develop collaborative, socially capable problem solvers who are respectful and happy in their learning</p> <p>2. We will promote the Motu Kairangi Kahui Ako Key Ideas:</p> <ul style="list-style-type: none"> - Cultural Responsiveness - Wellbeing - Learner Agency - Transitions and Pathways <p>In 2020 the we will focus on the first 2 key ideas - Cultural Responsiveness and Learner Agency</p> <p>3. 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> <ul style="list-style-type: none"> ● Continue to develop and enhance the Curriculum Programmes by building on the professional learning and development of teacher pedagogies and practices. Ongoing review occurs within Curriculum Teams throughout the year specifically in regard to Maths and Inquiry Learning. ● 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. This is 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>4. Modernise and repurpose the learning space to a MLE to better accommodate the learners and teachers in the learning environment of Block E (original building - 1921)</p>	

1. **STRATEGIC AIM No 1:** Page 4 and 5

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

Students 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 students.

Goals:

- To create a positive and supportive environment
- To provide expectations that are consistently clear
- To consistently teach expected behaviours
- To consistently 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

Annual Target: Hataitai School Value and Behaviour System implemented

Baseline Data: *Where do we want to be by the end of 2020? Student outcomes?*

2017 - 2018

- Staff review the values system and student behaviour pedagogy
- RTLB presented an outline for PB4L Programme to staff
- Reviewed/ analysed behaviour trends using our SMS. Variables were identified eg. gender, time and place, and types of behaviours.
- We reviewed and analysed

2019 Target: *What we achieved in 2019?*

- Used 2018 data to identify behaviour trends
- Identified types of behaviour; and when and where they take place in a matrix of behaviours.
- Introduced the 3 values of **RESPECT**
MANA - Respect for Self
MANAAKI - Respect for Others
AKO - Respect for Learning to the students
- Revisited our core understandings of

2020 Target: *What will we achieve this year?*

- PB4L language implemented
- Appropriate consequences are in place for ALL identified behaviours on the matrix.
- Behaviour Expectations Matrix: created and taught
- PB4L lessons: Lesson Plans developed for Year 1-8: to be used at the beginning of each term
- Finalise school wide reward system
- Teachers to cover expectations of PLAYGROUND, HALL, TRANSITION SPACES, TOILETS with Students
- Language of PB4L to be used by staff at every opportunity.
- Support Staff Meetings: to be held with Principal
- Signage: circulated

<p>the effectiveness of the Reflection Sheets/Behaviour Colour System</p> <ul style="list-style-type: none"> • MOE Professional Development with RTLB commenced and a regular schedule followed using the PB4L Manual • PB4L Leadership Team established and in operation 	<p>the POU</p> <ul style="list-style-type: none"> • Preliminary designs of our logo was designed and accepted • The matrix /clarifying language/signage to be used by students, staff and school community. 	<ul style="list-style-type: none"> • PD Facilitated meetings: to be held x1 a term • School Assemblies: Principal /Senior Leadership team to include PB4L weekly
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2020 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 Term 1</p>	<p>Teacher Only Day Workshops</p> <p>Visit to National Library to revisit our core understandings of the Treaty of Waitangi</p>	<p>External Facilitator/PB4L/Principal/Leadership Team</p> <p>Whole Team</p> <p>PB4L Leadership Team</p>	<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 • 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. • TheHataitai School new values embrace the existing House system • Finalise school wide reward system: <ul style="list-style-type: none"> - system effective for Houses and Learning Teams - visible, excitement, consistency of acknowledging positive behaviours - an schoolwide award will occur early in the year to reinforce idea, then one later in the year - reward jar system - bigger tokens, sustainable tokens, • School wide positive Behaviour Expectations and consequences are consistent

Term 2 - 4 Ongoing		As above Term Learning Team Reviews Whole staff review the progression of consequences across all levels of the school twice a term	As above
<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 - Staff Minutes - Interim Report to the BOT mid 2020 year - End of Year Student Achievement Report and Curriculum Summaries</p>			

<p>2. STRATEGIC AIM No 2: Page 6 and 7</p> <p>To Promote the Motu Kairangi Kahui Ako Key Ideas</p>		
<p>Students will: Successfully develop a knowledge and understanding of what and Culturally Responsiveness (Major) and Learner Agency (Minor) is.</p>		
<p>Goals: Students and Staff will deepen their understanding of what it means to be Culturally Responsive in their practice and learning</p> <p>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 and the initiative of the learner.</p>		
<p>Annual Target: <i>Where do we want to be by the end of 2020? What are the Student outcomes we want to see?</i></p> <p>Cultural Responsiveness: By the end of 2020 our staff and students are inclusive, are aware of our cultural diversity and respond respectfully. Learner Agency: By the end of 2020 a learning environment of learner agency is effectively established</p>		
<p>Baseline Data <i>Where do we want to be by the end of 2019? Student outcomes?</i></p>		
2017-2018	2019 Target	2020 Target: <i>Where are we now?</i>

<p>Introduction to the Kahui Ako</p> <p>Inaugural Super Staff Meeting (270 teachers present) to decide on Key Ideas</p>	<p>To establish Across School Leads (ASL)</p> <p>To appoint a Within School Lead (WSL) in 2019</p> <p>To develop a schoolwide Well Being/Hauora programme for all students</p> <p>To implement a professional development programme - Hauora for all teaching staff</p> <p>To hold a Super Staff Meeting for the 13 Motu Kairangi Kahui Ako Schools</p>	<p>To engage, understand and implement the Key Focus ideas for Hataitai School:</p> <ul style="list-style-type: none"> ● Cultural Responsiveness - major focus ● Learner Agency - minor focus <p>To ensure the successful appointment of one Within School Leader position</p> <p>All staff participate in the Super Staff Professional Development Teacher Only Day: September 7 2020</p>
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2020 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 2020 Staff have had several opportunities to explore and embed what it is considered to be</p> <p>Culturally sensitive and responsive for maori and Pasifika students/all students</p>	<ul style="list-style-type: none"> ● Teacher Only Days in January 2020: Revising our understandings of the Hataitai School history of Whataitai and Ngake ● The POU ● and the Treaty of Waitangi ● Staff have numerous ongoing opportunities and exposure to Readings/Research ● Students will learn how to be culturally responsive through the implementation of our new Values and PB4L programme ● Culturally Responsive surveys (community, students, staff) ● Staff will be culturally responsive by knowing 	<p>Principal</p> <p>Senior Leadership Team</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>	<ul style="list-style-type: none"> ● Staff have deepened their knowledge and embedded culturally responsive practices. ● Strong Home/School Partnerships are developed and enhanced ● Positive teacher-student relationships through the successful implementation of PB4L Hataitai School Values - RESPECT

	<p>who our Maori /Pasifika students are; and identifying all other cultures of students represented in each learning team.</p> <ul style="list-style-type: none"> 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 	Parent Resources	
By the end of 2020 students capable of independent thought will be fostered for learning, which in turn forms the basis of autonomous learning actions.	<ul style="list-style-type: none"> Staff have numerous ongoing opportunities and exposure to Readings/Research: <ol style="list-style-type: none"> Ka Hikiia - Accelerating Success Tataiako - cultural Competencies for Teachers of maori Learners Hautu - Maori Cultural Responsiveness Self Review tool for Board of Trustees. Staff will acknowledge the 3 Core Understandings of Learner Agency (Derek Wenmoth): <ol style="list-style-type: none"> Initiative and self -regulation of the learner Understanding that agency is interdependent Agency includes an awareness of the responsibility of one's own actions on the environment and on others. Regular and deliberate gathering of student voice will occur during learning activities 	Principal Senior Leadership Team All Staff Te Reo/Tikanga Curriculum Leader	Evidence of students' increased engagement in learning. Teachers ensure a learning environment which embraces the independence of students and their development agency. Students will show awareness of their actions and consequences.

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 - Interim Report to the BOT mid year - End of Year Student Achievement Report and Curriculum Summaries

3. STRATEGIC AIM No 3: Pages 8 and 9

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. PRIORITY - TARGET STUDENTS for 2019

Students will:

Strengthen their competencies across all aspects of Mathematics

Goals:

Teachers will deepen their pedagogical and content knowledge so as to provide rich and meaningful learning opportunities in Maths

Annual Target: *Where do we want to be by the end of 2020? What are the Student outcomes we want to see?*

- Students will have an excellent attitude towards Maths and self efficacy in Maths
- Raised teacher responsiveness to student achievement through professional development opportunities.

Baseline Data: includes annual reports, teacher observations through Big Idea teaching, GLOSS-JAM-PAT testing annually/anecdotal conversations and student work samples

2017 - 2018

- Reviewing our testing, our moderation and assessment practices
- Reviewing the concept of streaming maths classes
- Refer Curriculum and Learning Team Term Reviews
- Refer Curriculum BOT Report Dec
- Performance Appraisal - Maths Observations

2019 Target: *Where did we achieve?*

- Full review of Maths at HS with outside provider
- Refreshing and reviewing teaching practices
- Increasing teachers evaluative capacity - making overall and specific judgements about individual learning and achievement in Maths (using tools such as the LPF)
- Using Rich Tasks teachers will deepen their practices in the Numeracy Project
- Addressing the needs of those struggling in Maths via 2 teachers attending the ALIM (Accelerating Learning in Maths) training

2020 Target: *Where are we going?*

- Increasing teachers evaluative capacity - making overall and specific judgements about individual learning and achievement in Maths (using tools such as the LPF)
- Teacher Inquiry into the teaching of Maths
- Moderation and Assessment of Maths
- All teachers to be exposed to planning, assessing and working within a contextual approach to maths teaching
- Idea for big picture teaching and learning approach in Maths: Term 1 end point being the participation in the School Fair for teaching and learning success
- All teachers to know learners progress without any formal testing by Week 5 - Term 1.
- Using Rich Tasks teachers will deepen their practices in the Numeracy Project
- Addressing the needs of those struggling in Maths via 2 teachers attending the ALIM (Accelerating Learning in Maths) training

2020 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 4 2020	Specific and ongoing professional development with internal/external	Louise Millar - Cognition Judith Douglas - Mathematics Curriculum Leader/ALIM Two new teachers engaging in the ALIM professional development	<ul style="list-style-type: none"> • Completed 50 hours of Professional Development as dated above • Teachers feeling success and confident using this mathematical approach

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 - Interim Report to the BOT mid year - End of Year Student Achievement Report and Curriculum Summaries
Improved teaching practices note in Performance Appraisal Observations

4. STRATEGIC AIM No 4: Page 10

PROPERTY - We will maintain and update the school property. We will modernise and repurpose the learning space to a Modern or Flexible Learning Environment to better accommodate the learners and teachers in the Learning environment of Block E (original building - 1921)

Students will:

Students will work in a comfortable and effective learning space that supports 21st Century Learning

Goals:

Students and Staff will teach and learn in a healthy and safe environment

Annual Target:

Block E will be completely redesigned and refurbished to provide a healthy and safe Modern (Flexible) Learning Environment for our students.

Baseline Data and: *Where do we want to be by the end of 2019? Student outcomes?***2017 - 2018**

- Ongoing building issues/leaky roof reported
- Restricted learning spaces due to increased roll
- BOT informed
- Staff complaints received through Term Learning Team Reviews/Student Voice/ Term and Performance Appraisals
- Learning spaces for Senior Students ineffective

2019 Target: *What did we achieve?*

- 2 Learning Teams change learning environments due to lack of space for senior students (94 students)
- To be carried over in 2020: New MLE's
- Octa successfully completed
- 5YA/10YP MOE application: successful
- Board Appointment of Project Manager - GAZE Construction
- Adventure Playground Stage 1 - completed

2019/2020 (carried over) Target: *Where are we now?*

- Fortnightly Site Meetings dates and times regularly set up for ongoing consistency and information
- 5YA Property Plan and works: implemented

2020 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 start of Term 1 2021	The remodelled space in E Block is operational and functional The roof of E Block is replaced The 3 remaining exterior walls of the school hall are replaced	Hataitai School Board of Trustees (Kathleen Logan/Principal) MOE - Property Property Manager - GAZE	<ul style="list-style-type: none"> • A Modern or Flexible Learning Environment is provided which meets Health and Safety Standards • Architecturally designed Modern or Flexible Learning Environment spaces are provided to meet the needs of students • Students are able to hear and learn in a space that facilitates 21st Century learning

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 - Interim Report to the BOT mid year - End of Year Student Achievement Report and Curriculum Summaries