



HATAITAI SCHOOL

Charter and Strategic Plan 2020 – 2022

Annual Management Plan for 2022

Appendix No 3. - CURRICULUM GOALS and PLAN

NAG 1: CURRICULUM	2020	2021	2022
<p>We know and understand how our students learn and what their next learning steps because we:</p> <ul style="list-style-type: none"> • Appreciate and understand the Treaty of Waitangi • Implement the New Zealand Curriculum • Understand and apply our local school curriculum • High Expectations Our curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. • Ensure there are opportunities for students to learn in different learning styles • Learning to Learn The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. • Encourage a passion for Literacy and Mathematics • Ensure that individual learning needs are implemented • Accelerate our application of thinking and learning tools strategies, independent 	<ul style="list-style-type: none"> • Teaching and learning programmes will be used effectively to support improvement in student outcomes. • Ensure the alignment of teaching and learning across the school in line with teaching and learning principles in the New Zealand Curriculum • We will have high expectations academically for our students. We will foster 21st Century skills through Inquiry learning and provide an enriching programme for all learners. • In 2020: We will provide 21st Century learning where equity and excellence is paramount • Implement and monitor a SENCO programme - including programmes for students requiring acceleration. • Enhance school policy, planning and procedures for developing independent and successful learners • Every student will participate in ARTSPASH. • Maximise the potential of digital technologies and digital programmes as a learning tool. • Maori, Pasifika and Asian students are engaged in their learning and are achieving educational success. 	<ul style="list-style-type: none"> • Teaching and learning programmes will be used effectively to support improvement in student outcomes. • Ensure the alignment of teaching and learning across the school in line with teaching and learning principles in the New Zealand Curriculum • We will have high expectations academically for our students. We will foster 21st Century skills through Inquiry learning and provide an enriching programme for all learners • In 2021: • Implement and monitor a SENCO programme - including programmes for students requiring acceleration. • Enhance school policy, planning and procedures for developing independent and successful learners • Every student will participate in School Production • Maximise the potential of digital technologies and digital programmes as a learning tool. • Maori, Pasifika and Asian students are engaged in their learning and are achieving educational success. 	<ul style="list-style-type: none"> • Teaching and learning programmes will be used effectively to support improvement in student outcomes. • Ensure the alignment of teaching and learning across the school in line with teaching and learning principles in the New Zealand Curriculum • We will have high expectations academically for our students. We will foster 21st Century skills through Inquiry learning and provide an enriching programme for all learners • In 2022: • Implement and monitor a SENCO programme - including programmes for students requiring acceleration. • Enhance school policy, planning and procedures for developing independent and successful learners • Every student will participate in ARTSPASH • Maximise the potential of digital technologies and digital programmes as a learning tool. • Maori, Pasifika and Asian students are engaged in their learning and are achieving educational success.

<p>learning, collaboration and integrated inquiry learning</p> <ul style="list-style-type: none"> • Learner Agency: All students will understand how they learn best and what their next learning steps are. 			
<p>NAG 1:</p> <p>CURRICULUM RESOURCING</p>	<ul style="list-style-type: none"> • Ensure curriculum budgets reflect professional development focus and meet student needs • 2020 Professional Development budget approved by BOT • Curriculum Budget approved and information recorded with Curriculum leaders • Overall Professional Development focus: Teaching as Inquiry • Teaching and Learning Guide annually reviewed by all teaching staff • Aspirational Senior Leadership Team model – implemented • External Providers sought for specific curriculum development • Team Leaders to plan and effectively implement curriculum leadership • Wider Teaching Team responsible to share curriculum leadership responsibilities • Expectations of Curriculum Leaders are: <ul style="list-style-type: none"> - To have a broad oversight of achievement levels /coverage in the area of responsibility and the desire to continue developing 	<ul style="list-style-type: none"> • Ensure curriculum budgets reflect professional development focus and meet student needs • 2021 Professional Development budget approved by BOT • Curriculum Budget approved and information recorded with Curriculum leaders • Overall Professional Development focus: Teaching as Inquiry • Teaching and Learning Guide annually reviewed by all teaching staff • Senior Leadership Team – implemented • External Providers sought for specific curriculum development • Team Leaders to plan and effectively implement curriculum leadership • Wider Teaching Team responsible to share curriculum leadership responsibilities • Expectations of Curriculum Leaders are: <ul style="list-style-type: none"> - To have a broad oversight of achievement levels /coverage in the area of responsibility and the desire to continue developing 	<ul style="list-style-type: none"> • Ensure curriculum budgets reflect professional development focus and meet student needs • 2022 Professional Development budget approved by BOT • Curriculum Budget approved and information recorded with Curriculum leaders • Overall Professional Development focus: Teaching as Inquiry • Teaching and Learning Guide annually reviewed by all teaching staff • Senior Leadership Team – implemented • External Providers sought for specific curriculum development • Team Leaders to plan and effectively implement curriculum leadership • Wider Teaching Team responsible to share curriculum leadership responsibilities • Expectations of Curriculum Leaders are: <ul style="list-style-type: none"> - To have a broad oversight of achievement levels /coverage in the area of responsibility and the desire to continue developing

	<p>personal skills through professional development</p> <ul style="list-style-type: none"> - To work with Team Leaders to lead combined planning, organise at least one school wide learning activity in the year; to have an oversight of significant parental communication, update the website with appropriate and related information at timely intervals and when necessary. 	<p>personal skills through professional development</p> <ul style="list-style-type: none"> - To work with Team Leaders to lead combined planning, organise at least one school wide learning activity in the year; to have an oversight of significant parental communication, update the website with appropriate and related information at timely intervals and when necessary. 	<p>personal skills through professional development</p> <ul style="list-style-type: none"> - To work with Team Leaders to lead combined planning, organise at least one school wide learning activity in the year; to have an oversight of significant parental communication, update the website with appropriate and related information at timely intervals and when necessary.
<p>NAG 1: ASSESSMENT</p> <ul style="list-style-type: none"> • Students and Staff will deepen their understanding of what it means to be Culturally Responsive in their practice and learning • 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. • How effectively does this school respond to Māori/Pasifika/Asian students whose learning and achievement needs acceleration? • Ensure high levels of achievement continue to be attained, as these are the foundations of all aspects of the curriculum • Enhance programmes across all information and media 	<p>School wide Assessment & Evaluation</p> <ul style="list-style-type: none"> • Compare 2019/2020 student achievement through school wide analysis of student achievement • Enhance teaching practice and assessment tools for students through consistent school wide development of teacher practices/pedagogies; and development of teacher responsiveness to student achievement through teacher understanding of data analysis • 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 2020 Assessment Schedule. Parents are informed of student progress formally three times a year. • Focus on developing creative thinking skills within information and media literacies • Review and integrate effective assessment procedures and practices • Submit annual report/data against targets to Ministry • Target areas of need to close any gaps from assessment data 	<p>School wide Assessment & Evaluation</p> <ul style="list-style-type: none"> • Compare 2020/2021 student achievement through school wide analysis of student achievement • Enhance teaching practice and assessment tools for students through consistent school wide development of teacher practices/pedagogies; and development of teacher responsiveness to student achievement through teacher understanding of data analysis • 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 2021 Assessment Schedule. Parents are informed of student progress formally three times a year. • Focus on developing creative thinking skills within information and media literacies • Review and integrate effective assessment procedures and practices • Submit annual report/data against targets to Ministry • Target areas of need to close any gaps from assessment data 	<p>School wide Assessment & Evaluation</p> <ul style="list-style-type: none"> • Compare 2021/2022 student achievement through school wide analysis of student achievement • Enhance teaching practice and assessment tools for students through consistent school wide development of teacher practices/pedagogies; and development of teacher responsiveness to student achievement through teacher understanding of data analysis • 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 2022 Assessment Schedule. Parents are informed of student progress formally three times a year. • Focus on developing creative thinking skills within information and media literacies • Review and integrate effective assessment procedures and practices • Submit annual report/data against targets to Ministry • Target areas of need to close any gaps from assessment data

<p>literacies (students' ability to read and write to enhance learning, once they have learnt to read and write)</p> <ul style="list-style-type: none"> • Ensure there is a fluid triangle of assessment between informing teaching, understanding learning, and relating information to parents • Continue to enhance teaching practice and use of assessment tools for students • Programmes are available to support students at risk and students in need of enrichment • Maintain an understanding of legislative requirements 	<ul style="list-style-type: none"> • Participate in Maori consultation process annually • Report to Board twice a year on school wide student achievement including Maori, Pasifika, and Asian achievement 	<ul style="list-style-type: none"> • Participate in Maori consultation process annually • Report to Board twice a year on school wide student achievement including Maori, Pasifika, and Asian achievement 	<ul style="list-style-type: none"> • Participate in Maori consultation process annually • Report to Board twice a year on school wide student achievement including Maori, Pasifika, and Asian achievement
<p>NAG 1: SPECIAL NEEDS</p>	<p>Report to Board on:</p> <ul style="list-style-type: none"> • SEG funds and how they are allocated and spent. • Ensure students not achieving, at risk of not achieving, or requiring enrichment, receive additional teaching support • Employ an external teacher from Kimi Ora for 2 High ORS funded students. Confirmed in 2020. 	<p>Report to Board on:</p> <ul style="list-style-type: none"> • SEG funds and how they are allocated and spent. • Ensure students not achieving, at risk of not achieving, or requiring enrichment, receive additional teaching support • Employ an external teacher from Kimi Ora for High ORS funded students. TBC 	<p>Report to Board on:</p> <ul style="list-style-type: none"> • SEG funds and how they are allocated and spent. • Ensure students not achieving, at risk of not achieving, or requiring enrichment, receive additional teaching support • Employ an external teacher from Kimi Ora for High ORS funded students. TBC

	2020	2021	2022
<p>NAG 2: SCHOOL SELF REVIEW</p> <p>Community Engagement</p>	<ul style="list-style-type: none"> • Hataitai School Strategic and Annual Plan for 2020: confirmed document published on school website • Learning Team Term Reviews - 4 reviews for each learning team 	<ul style="list-style-type: none"> • Hataitai School Strategic and Annual Plan for 2021: confirmed document published on school website • Learning Team Term Reviews - 4 reviews for each learning team 	<ul style="list-style-type: none"> • Hataitai School Strategic and Annual Plan for 2022: confirmed document published on school website • Learning Team Term Reviews - 4 reviews for each learning team

<p>The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.</p>	<ul style="list-style-type: none"> • Student Achievement reports to the BOT based on progress towards meeting the school targets (July - December) • Policy and Procedural Reviews • Parent/Whanau Consultation 	<ul style="list-style-type: none"> • Student Achievement reports to the BOT based on based on progress towards meeting the school targets (July - December) • Policy and Procedural Reviews • Parent/Whanau Consultation 	<ul style="list-style-type: none"> • Student Achievement reports to the BOT based based on progress towards meeting the on school targets (July - December) • Policy and Procedural Reviews • Parent/Whanau Consultation
<p>NAG 2: PROFESSIONAL DEVELOPMENT Future Focus The curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation.</p> <p>Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges.</p> <p>Effective Professional development will cause teachers to inform and improve their practices to enhance student achievement.</p>	<ul style="list-style-type: none"> • Teachers will deepen their pedagogical and content knowledge so as to provide rich and meaningful learning opportunities for all students • Annually a focus for professional development will be set according to previous years student achievement data and learning needs from that • In 2020 the focus is: Mathematics PB4L Oral Language Cultural Responsiveness Learner Agency 	<ul style="list-style-type: none"> • Teachers will deepen their pedagogical and content knowledge so as to provide rich and meaningful learning opportunities for all students • Annually a focus for professional development will be set according to previous years student achievement data and learning needs from that • In 2021 the focus is: 	<ul style="list-style-type: none"> • Teachers will deepen their pedagogical and content knowledge so as to provide rich and meaningful learning opportunities for all students • Annually a focus for professional development will be set according to previous years student achievement data and learning needs from that • In 2022 the focus is:
<p>NAG 3: EMPLOYMENT and PERSONNEL</p>	<p>As stated in BOT policies and procedures</p>	<p>As stated in BOT policies and procedures</p>	<p>As stated in BOT policies and procedures</p>
<p>NAG 4: FINANCE</p>	<p>The 2020 School Finances to be managed in accordance with applicable Policy, and within the approved 2020 budget.</p> <ul style="list-style-type: none"> • To maintain a fiscally well managed budget • Monthly statements will be presented to the BOT at each meeting • Banking Staffing report to the Board each meeting • Hataitai School will be Audited by an external company annually 	<p>The 2021 School Finances to be managed in accordance with applicable Policy, and within the approved 2021 budget.</p> <ul style="list-style-type: none"> • To maintain a fiscally well managed budget • Monthly statements will be presented to the BOT at each meeting • Banking Staffing report to the Board each meeting • Hataitai School will be Audited by an external company annually 	<p>The 2022 School Finances to be managed in accordance with applicable Policy, and within the approved 2022 budget.</p> <ul style="list-style-type: none"> • To maintain a fiscally well managed budget • Monthly statements will be presented to the BOT at each meeting • Banking Staffing report to the Board each meeting • Hataitai School will be Audited by an external company annually

NAG 4: PROPERTY	As per annual policies and procedures and 5/10 Year Property Plan <ul style="list-style-type: none"> • 5YA property plan and funding implemented • Completion of roof replacement and refurbishment of Block E into a MLE • Block E Air Tested for negative spores/poor air quality • School Hall: 3 external walls reclad 	As per annual policies and procedures and 5/10 Year Property Plan	As per annual policies and procedures and 5/10 Year Property Plan
NAG 4: CYCLICAL MAINTENANCE PLAN	As necessary and planned in the 5YP/10YP <ul style="list-style-type: none"> • Painting of Room 8: top half • Painting of Staffroom 	As necessary and planned in the 5YP/10YP	As necessary and planned in the 5YP/10YP
NAG 5: HEALTH and SAFETY Safety	As per annual planning, policies and procedures	As per annual planning, policies and procedures	As per annual planning, policies and procedures
NAG 6: LEGISLATION Legislation	All compliances and expectations to be met as per policy and procedures	All compliances and expectations to be met as per policy and procedures	All compliances and expectations to be met as per policy and procedures
BOARD of TRUSTEES	<ul style="list-style-type: none"> • Policy and Procedural Reviews as outlined 2020 Review schedule (Schooldocs) • Regular NAG audits • Health and Safety compliance • Board Self Review: refer to Ka Hikitia - Accelerating Success Tataiako - cultural Competencies for Teachers of maori Learners Hautu - Maori Cultural Responsiveness Self Review tool for Board of Trustees. • Risk/Issue Register • Community Consultation 	<ul style="list-style-type: none"> • Policy and Procedural Reviews • Regular NAG audits • Health and Safety compliance • Board Review • Risk/Issue Register • Community Consultation 	<ul style="list-style-type: none"> • Policy and Procedural Reviews • Regular NAG audits • Health and Safety compliance • Board Review • Risk/Issue Register • Community Consultation
COMMUNITY EVENTS	<ul style="list-style-type: none"> • School Picnic: 7 February • Hataitai School Sports Events: Hataitai School Swimming Sports Hataitai School Athletics Sports Hataitai School Cross Country Sports Hataitai School ASB Sports Events • School Fair: March 1 • Matariki: June/July • Learning Team Celebrations 	<ul style="list-style-type: none"> • Matariki: June/July • Learning Team Celebrations • School Production: Term 3 • Grandparent and Special Person Day: August • Hataitai School Sports Events: Hataitai School Swimming Sports Hataitai School Athletics Sports Hataitai School Cross Country Sports 	<ul style="list-style-type: none"> • Matariki: June/July • Learning Team Celebrations • ARTSPASH: Term 3 • Grandparent and Special Person Day: August • Hataitai School Sports Events: Hataitai School Swimming Sports Hataitai School Athletics Sports Hataitai School Cross Country Sports

	<ul style="list-style-type: none"> Grandparent and Special Person Day: August ARTSPASH: Term 3 	Hataitai School ASB Sports Events (TBC annually)	Hataitai School ASB Sports Events (TBC annually)
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HATAITAI SCHOOL

ANNUAL PLAN for 2020

INFORMATION & COMMUNICATION TECHNOLOGIES PROFESSIONAL DEVELOPMENT						
Goals	Action	Personnel	Budget	Timeli ne	Specific Outcomes	Interim Analysis - July 2020
ICT E Learning <ul style="list-style-type: none"> Implementation of the NZC Digital Technology Curriculum Implement a range of deliberate teaching strategies to access information using a 	Lead teacher meetings and workshops and internal and external PD opportunities 4 new IW installed at conclusion of building programme into MLE (Block E)	ICT Leadership Team Oversight - Principal hardware and PD: ICT Leader Sitech	\$25,000 – LEASES tbc \$13000– technical support \$8,500 to be allocated to two more	Term 1 - 4	School strategic and annual plan aligns with policies and protocols for safe use of ICT established NZC Digital Technology Curriculum implemented	

<p>range of ICT tools eg Makey Makeys</p> <ul style="list-style-type: none"> Continue to maximise the use of technology as a learning tool/student access to a variety of tools Senior Leadership Professional Development Conference (WRPPA) in Wellington: TBC Focused PD for individual training in a specific tool eg. 3D Printing 	<p>Specific training in the use of Interactive boards – ongoing and as required</p> <p>On-going development and implementation of ICT hardware</p> <p>Class blogs implemented Year 1-8</p> <p>SMS (eTap) fully implemented/professional development</p> <p>For Year 7-8 students -92 Increase the number of devices to maintain ratio of ½ (approximately x20 more devices required)</p> <p>Review of Hataitai School Website</p>	<p>Interface magazines subscription annually</p> <p>Technicians: Schooled up IT – Fergus Bruce Will</p> <p>SMS providers ETap</p>	<p>interactive whiteboards</p>	<p>Cyber Safety policy revised and signed off by students/parents annually</p> <p>Teachers reflecting on the use of E- learning in their classroom programmes, including evidence of impact on /improvement of student learning and achievement</p> <p>Full principal and staff participation in cross school professional learning communities, forums established for sharing of learning.</p>	
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TEACHING AS INQUIRY						
Goals	Action	Personnel	Budget	Time	Specific Outcomes	Interim Analysis - July 2020
<ul style="list-style-type: none"> Develop depth of integrated inquiry learning, showing increasingly independent application of the thinking tools. School wide concepts are aligned with the New Zealand Curriculum AO's and Strands Senior Leadership Professional Development Conferences 	<ul style="list-style-type: none"> Revision cycle of existing procedures School wide Curriculum areas for review: <ol style="list-style-type: none"> Major: PB4L Health Curriculum Minor: Mathematics - ALIM training Cultural Diversity/Learner Agency Continue the review of Inquiry Learning Senior Leadership Team to attend 	<p>Senior Leadership Team</p> <p>Leadership Team</p> <p>All Teaching Staff</p> <p>Play based Learning observations</p>	<p>Professional Development Budget - \$18,000</p>	<p>Term 1 - 4</p>	<p>The Inquiry learning is linked to the overall curriculum delivery plan.</p> <p>All curriculum is aligned to the NZC</p> <p>Specific teacher development in the way we teach and Mathematics which will affect Student Achievement positively</p> <p>SLT have the opportunity to further develop their leadership skills</p>	

NEW ZEALAND CURRICULUM: LEVELS 1-4

Goal	Action	Personnel	Budget	Time	Specific Outcomes	Interim Analysis - July 2020
<ul style="list-style-type: none"> Ensure all students are striving to meet or exceed achievement expectations. Ensure teaching and learning principles in the school curriculum document are well understood and implemented Focus - Digital Technology Curriculum Mathematics Consolidate the implementation of the Positive Learning Behaviour Programme (PB4L) 	<p>Teachers to revise the Curriculum Levels of the NZC</p> <p>Advisors to assist the development of an implementation programme.</p> <p>All mandatory and legislative requirements met.</p>	<p>SLT</p> <p>External Advisors where required</p> <p>Curriculum Leaders</p>	\$14,000	Term 1 - 4	<p>School Wide Student Achievement data enables improvement of student learning and achievement</p> <p>Improved teachers teaching as both student and teacher respond to the information that the data provides.</p> <p>Student Behaviour/Hataitai School Value programmes revised and updated.</p>	

READING

Goals	Action	Personnel	Budget	Time	Specific Outcomes	Interim Analysis - July 2020
<ul style="list-style-type: none"> Review school wide reading moderation and assessment processes to inform and develop teaching and assessment practices Continue updating school wide reading resources (including professional development resources) Integrate current assessment 	<p>Professional development in teacher moderation.</p> <p>Professional development in Guided Reading lessons for Teachers</p> <p>Teacher practices informed by the data analysis collected from 2019 February/March data</p> <p>Ongoing review of school wide reading moderation and assessment processes to inform and develop</p>	<p>Principal</p> <p>Literacy Leader and Curriculum Team</p> <p>Collaboration within and between schools</p> <p>External Advisors/courses</p>	As above	Term 1 - 4	<p>School wide assessment practices are consistent</p> <p>School wide Student Achievement data enables improvement of student learning and achievement</p> <p>Improved teachers teaching as both student and teacher respond to the information that the data provides.</p>	

procedures and practices	teaching and assessment practices.				Improved and consistent practices in Guided Reading lessons	
WRITING						
Goals	Action	Personnel	Budget	Timeli ne	Specific Outcomes	Interim Analysis - July 2020
<ul style="list-style-type: none"> Integrate current assessment procedures and practices Review of school wide writing moderation and assessment processes to inform and develop teaching and assessment practices (annually). 	<p>Professional development to inform teacher practices and assessment practices through staff/Kahui Ako moderation sessions</p> <p>Teacher practices informed by the data analysis collected from 2020 February /March data.</p>	<p>Collaboration within and between schools</p> <p>External Advisors</p> <p>SLT</p> <p>Curriculum Leaders</p>	As above	Term 1 - 4	<p>School wide Student Achievement Data enables improvement of student learning and achievement.</p> <p>Teacher practices are informed.</p> <p>Students and teachers respond to individual achievement which the data information will provide.</p>	
MATHEMATICS						
Goal	Action	Personnel	Budget	Timeli ne	Specific Outcomes	Interim Analysis - July 2020
<ul style="list-style-type: none"> Refer 2020 Strategic Aim No 3 Continue to integrate current assessment procedures and practices Review of school wide moderation to inform and develop teaching and assessment practices 	<p>Advisors/Principal/Deputy Principal to assist the development of an implementation programme</p> <p>Teacher practices informed by the data analysis collected from 2020 February data.</p>	<p>Principal</p> <p>Senior Leadership Team</p> <p>PLD Facilitator - Louise Green</p> <p>Judith Douglas – Team Leader and Paul Brownlie attend ALIM training</p>	As above	Term 1 - 4	<p>School wide Student Achievement data enables improvement of student learning and achievement, and improved teachers teaching as both student and teacher respond to the information that the data provides.</p>	