

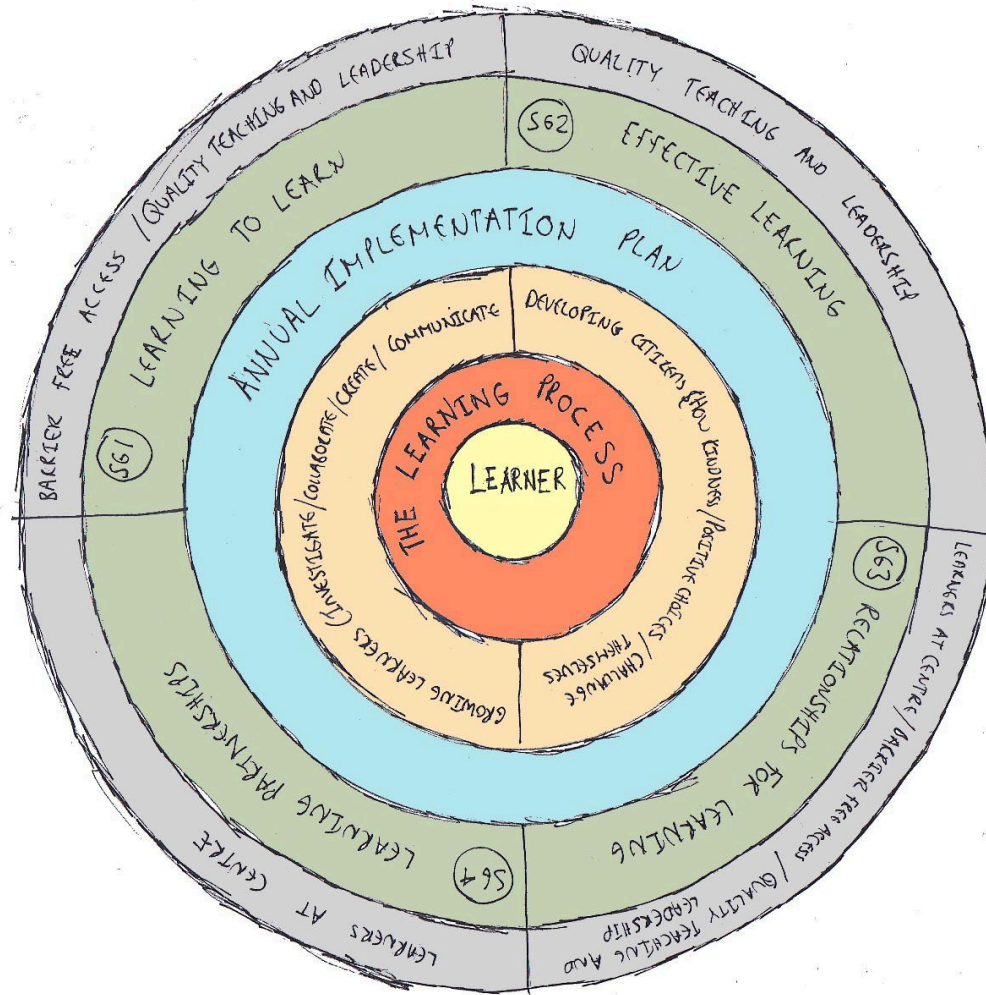


Hillsborough Primary School



**HPS Charter -
Strategic Goals & Annual Plan**

A visual presentation of how the HPS learner is developed and nurtured by the processes and systems that exist within the school, and informed by external requirements. All areas are expanded within the Strategic and Annual plan to give the overall strategy and direction for the school.



Strategic Plan, 2023-2025

Our Vision - to Grow Learners and Develop Citizens

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| Our Mission Statement | <p>Growing Learners - we will shape and grow our students to think critically, connect, learn and participate, by providing opportunities to ★ Investigate ★ Collaborate ★ Create ★ Communicate - our Learner Actions</p> <p>Developing Citizens - we will develop citizens by teaching students how to ★ Show Kindness ★ Make Positive Choices ★ Challenge Themselves - our School Values</p> |
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Strategic Plan Focus

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| Strategic Focus #1 | HPS Vision Principle - Learning to Learn | |
| NELP Objective: | <p>Barrier Free Access; great education opportunities and outcomes are within reach for every learner Quality Teaching and Leadership; make the difference for learners and their whānau</p> | |
| <i>Definition: What do we want?</i> | Our HPS local curriculum will grow empowered learners who strive for personal excellence and achieve success through learning how to learn. | |
| What it looks like in: | | |
| 2023 School wide focus on Reading achievement | 2024 Literacy achievement focus for target group/s | 2025 Focus on integrating strategies and tools for the Science of Learning, incl. using a structured maths and literacy approach |
| Strategic Focus #2 | HPS Vision Principle - Effective Teaching | |
| NELP Objective: | <p>Quality Teaching and Leadership; Quality teaching and leadership make the difference for learners and their whānau</p> | |
| <i>Definition: What do we want?</i> | Our HPS local curriculum will promote effective teacher practice to ensure positive learning outcomes for all students | |
| What it looks like in: | | |
| 2023 | 2024 | 2025 |

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| Review Making Learning Visible practices across the school to promote learner agency | Use Making Learning Visible practices to extend learning agency for akonga | Impact of curriculum refresh on literacy and maths |
| Strategic Focus #3 | HPS Vision Principle - Relationships for Learning | |
| NELP Objective: | Learners at the Centre; learners with their whānau are at the centre of education Barrier Free Access; Great education opportunities and outcomes are within reach for every learner Quality Teaching and Leadership; make the difference for learners and their whānau | |
| <i>Definition: What do we want?</i> | Our HPS local curriculum will create a safe and supportive learning environment which acknowledges difference and ensures equity for all learners with respect to the Treaty of Waitangi | |
| What it looks like in: | | |
| 2023 Refine Culturally Responsive Practices through Beginning Affirmatively and Engendering Care (Hikairo Schema) | 2024 Continue to refine Culturally Responsive Practices through Building Connections (Hikairo Schema) | 2025 Continue to refine Culturally Responsive Practices through Enhancing Meaning (Hikairo Schema) |
| Strategic Focus #4 | HPS Vision Principle - Learning Partnerships | |
| NELP Objective: | Learners at the Centre; Learners with their whānau are at the centre of education | |
| <i>Definition: What do we want?</i> | Our HPS local curriculum will build strong links and partnerships across the learning community | |
| What it looks like in: | | |
| 2023 Establish shared view of what consultation is | 2024 Develop systems for feedback and consultation | 2025 Review community partnerships |

Annual Plan

2025 Annual Goals for Strategic Focus #1 - Learning to Learn

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| NELP Priorities | 2.4 Ensure every ākongā gains sound foundation skills, including literacy 3.6 Develop staff to strengthen teaching, leadership and learner support capability |
| Objective | Our 2025 focus will look at refining and reshaping our understanding of how best to meet our learners' needs. |
| Expected Outcome | <u>Current best practice pedagogy</u> By investigating the Science of Learning - strategies and tools , and by analysis and use of data. <u>This will lead to:</u> <ul style="list-style-type: none"> ● Responsive teaching ● Refining student agency ● Progress and Achievement ● Robust Learning Conversations |

2025 Annual Goals for Strategic Focus #2 - Effective Teaching

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| NELP Priorities | 3.6 Develop staff to strengthen teaching, leadership and learner capability |
| Objective | Our 2025 focus will look at refining and reshaping our understanding of best teaching practice. |
| Expected Outcome | <u>Current best practice pedagogy</u> By engaging in new learning and viewing current knowledge and existing understanding: <ul style="list-style-type: none"> ● PLD ● Collaborative planning ● Curriculum Action Teams plus workshops. <u>This will lead to:</u> <ul style="list-style-type: none"> ● Unpacking the English Curriculum ● Skills and Knowledge to teach using a Structured Literacy approach ● Unpacking the Maths Curriculum ● Maths Learning tools integrated into teaching and learning programmes. |

| Actions to Meet Outcome: | Resourcing: | Monitoring: |
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| <u>English Curriculum - Term 1</u> <ul style="list-style-type: none"> ● Focus on the how of the NZC using Louise Dempsey's slideshow. - Unpacking parts of the new curriculum to understand the changes and | <ul style="list-style-type: none"> ● Curriculum Leader for English ● Curriculum Action Team ● Support from Louise Dempsey, through the Kahui Ako ● Project Group planning group, through | <u>End of Term 1</u> |

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| <p>additions.</p> <ul style="list-style-type: none"> Introducing handwriting and how to timetable it | <p>the Kahui Ako</p> <ul style="list-style-type: none"> MOE Curriculum Documents Teacher only days | |
| <u>English Curriculum - Term 2</u> | | <u>End of Term 2</u> |
| <u>English Curriculum - Term 3</u> | | <u>End of Term 3</u> |
| <u>English Curriculum - Term 4</u> | | <u>End of Term 4</u> |
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| <p><u>Structured Literacy - Term 1</u></p> <ul style="list-style-type: none"> Begin PLD for Structured Literacy Initial focus of teacher upskilling in Literacy teaching using the Science of Learning as a guide Assessment to determine starting points | <p>Structured Literacy PLD</p> <ul style="list-style-type: none"> BSLA for Teachers in Y0-3 Blend Learning for Y4-6 Literacy Specialist/Facilitator Mentoring through observations and workshops | <u>End of Term 1</u> |
| <u>Structured Literacy - Term 2</u> | | <u>End of Term 2</u> |
| <u>Structured Literacy - Term 3</u> | | <u>End of Term 3</u> |
| <u>Structured Literacy - Term 4</u> | | <u>End of Term 4</u> |
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| <p><u>Maths Curriculum - Term 1</u></p> <ul style="list-style-type: none"> Review our planning documents against new NZC maths. Review our school ingredients for a maths lesson @ HPS Make adjustments to document where needed. | <ul style="list-style-type: none"> Curriculum Leader for Maths Curriculum Action Team Support from Lucy Cheesman specialist facilitator Project Group planning group, through through the Kahui Ako | <u>End of Term 1</u> |
| <u>Maths Curriculum - Term 2</u> | | <u>End of Term 2</u> |
| <u>Maths Curriculum - Term 3</u> | | <u>End of Term 3</u> |
| <u>Maths Curriculum - Term 4</u> | | <u>End of Term 4</u> |
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| <p><u>Maths Resources - Term 1</u></p> <ul style="list-style-type: none"> Look at the MOE supplied workbooks to identify themes, the link to NZC and planning our overview Make an assessment as to whether | <ul style="list-style-type: none"> No Problem Maths textbooks and workbooks No problem Maths Teachers support hub No problem Maths PLD support | <u>End of Term 1</u> |

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| they are used as a programme or a tool - | <ul style="list-style-type: none"> • Mentoring through observations and workshops | |
| <u>Maths Resources - Term 2</u> | | <u>End of Term 2</u> |
| <u>Maths Resources - Term 3</u> | | <u>End of Term 3</u> |
| <u>Maths Resources - Term 4</u> | | <u>End of Term 4</u> |

2025 Annual Goal for Strategic Focus #3 - Relationships for Learning

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| NELP Priorities | 1.1 Ensure HPS is a safe and inclusive place 2.3 Reduce barriers to education for all, incl for Maori and Pacific ākonga 3.5 Meaningfully incorporate te reo Māori and tikanga Māori into the place of learning | |
| Objective | Our 2025 focus will look at building on; <ul style="list-style-type: none"> ● Strong Culturally Responsive Practice ● Student and Staff Wellbeing | |
| Expected Outcome | <p><u>Strong Culturally Responsive Practice</u> By continuing to engage with the Hikairo Schema through reflection and goal setting;</p> <ul style="list-style-type: none"> ● PLD ● Workshops <p><u>This will lead to:</u></p> <ul style="list-style-type: none"> ● Teachers knowing their learners and responding to their needs. <p><u>Student and Staff Well being</u> By engaging in the Mitey programme;</p> <ul style="list-style-type: none"> ● PLD to support Mental health and wellbeing <p><u>This will lead to:</u></p> <ul style="list-style-type: none"> ● Students and staff have the tools and strategies to build resilience and respond to feelings and emotions with confidence. | |
| Actions to Meet Outcome: | Resourcing: | Monitoring: |
| <u>Culturally Responsive Practice - Whole Year</u> <ul style="list-style-type: none"> ● Using the Hikairo Schema, teachers build a profile of themselves using the criteria for Beginning Affirmatively, Engendering Care and Building Connections - Teachers identify goals/focus - Workshops lead by the Maoritanga leader to meet gaps in knowledge | <ul style="list-style-type: none"> ● Maoritanga Leader ● The Hikairo Schema ● Staff hui time ● Workshops | <u>End of Term 1</u> <hr/> <u>End of Term 2</u> <hr/> <u>End of Term 3</u> <hr/> <u>End of Term 4</u> |
| <u>Student and Staff Wellbeing - Whole Year</u> <ul style="list-style-type: none"> ● Engage in the Mitey programme - Have access to a bank of resources, including a coach, to <ul style="list-style-type: none"> → Review current practices for addressing wellbeing at HPS → Develop a positive definition of mental health for both staff and tamariki | <ul style="list-style-type: none"> ● Co-ordinator to oversee the programme ● Mitey in school coach ● Workshops ● In school modelling and support ● Teacher and student surveys | <u>End of Term 1</u> <hr/> <u>End of Term 2</u> <hr/> <u>End of Term 3</u> <hr/> <u>End of Term 4</u> |

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| → Teach skills and strategies for managing and addressing big feelings and emotions | | |
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2025 Annual Goal for Strategic Focus #4 - Learning Partnerships

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| NELP Priorities | 1.2 Have high aspirations for every ākonga, and support these by partnering with their whānau to design and deliver education that responds to their needs | |
| Objective | Our 2025 focus will look at building on; <ul style="list-style-type: none"> ● Clear and Open Communication Systems ● Support with School Engagement | |
| Expected Outcomes | <u>Clear and Open Communication Systems</u> <ul style="list-style-type: none"> ● By leading whanau workshops to share curriculum developments <u>This will lead to:</u> <ul style="list-style-type: none"> ● Whanau having a clear understanding of teaching and learning at HPS <u>Support with School Engagement</u> <ul style="list-style-type: none"> ● By connecting with Whanau to share and support effective ways to engage learners. <u>This will lead to:</u> <ul style="list-style-type: none"> ● Improved attendance levels and student engagement. | |
| Actions to Meet Outcome: | Resourcing: | Monitoring: |
| <u>Communication - Term 1</u> <ul style="list-style-type: none"> ● Review the community and consultation action plan and action changes ● BSLA workshops | Communication: <ul style="list-style-type: none"> ● 2025 HPS Communication and Consultation Action plan ● Parent surveys and feedback | <u>End of Term1</u> |
| <u>Communication - Term 2</u> | | <u>End of Term 2</u> |
| <u>Communication - Term 3</u> | | <u>End of Term 3</u> |
| <u>Communication - Term 4</u> | | <u>End of Term 4</u> |
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| <u>School Engagement - Whole Year</u> <ul style="list-style-type: none"> ● Use NZCER survey tool - Me and My School, with our Y4-6 students to establish student engagement in school ● Review current attendance procedures and make changes to <ul style="list-style-type: none"> - Have more accountability from whanau - Better tracking of students in the moderate and chronic absentee group | Attendance and Engagement: <ul style="list-style-type: none"> ● NZCER survey tool - Me and My School ● HPS attendance policy and procedures ● MOE attendance information | <u>End of Term1</u> |

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| <ul style="list-style-type: none"> • Have termly updates to board, staff and whanau • Use Me and My School survey results to develop next steps in addressing engagement, if needed | | |
| | | <u>End of Term 2</u> |
| | | <u>End of Term 3</u> |
| | | <u>End of Term 4</u> |