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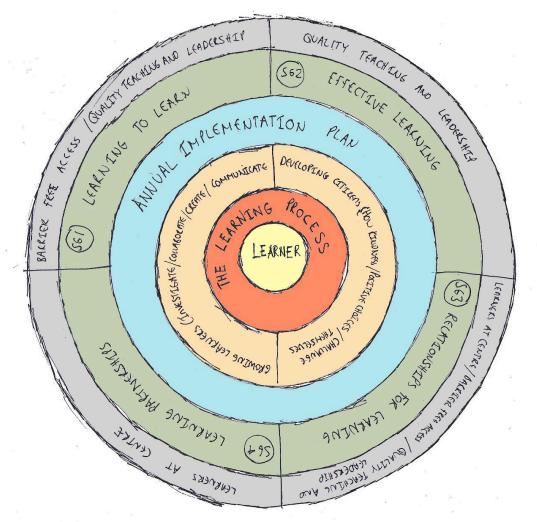
A visual presentation of how the HPS learner is developed and nurtured by the processes and systems that exist within the school, and informed by external requirements. All areas are expanded within the Strategic and Annual plan to give the overall strategy and direction for the school.

Strategic Plan, 2023-2025

Our Vision - to Grow Learners and Develop Citizens

Our Mission Statement	**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
	Developing Citizens - we will develop citizens by teaching students how to ★ Show Kindness ★ Make Positive Choices ★ Challenge Themselves - our School Values

Strategic Goal		
HPS Vision Principle #1	**Learning to Learn**	
NELP Objective:	**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	
Definition: What do we want?	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** Impact of curriculum refresh on literacy and math
Annual Goal		
HPS Vision Principle #1 - Learning to Learn	**NELP Priorities:** 2.4 Ensure every ākonga gains sound foundation skills, including literacy 3.6 Develop staff to strengthen teaching, leadership and learner support capability	
2024 Annual Plan Focus for Learning to Learn:	**Objective:** Based on analysis of end of year 2023 data, we have identified 105 target learners who are working below or well below in literacy. We will unpack the reasons for low achievement, establish support strategies, track attendance and progress and engage whanau.	

	Expected Outcome: there is an expectation that after analysis of these learners and their needs, that we will be able better provide targeted teaching and learning to reduce the number of students working below/well below the benchmark.	
Actions to Meet Outcome:	**Resourcing:**	**Indicators of Progress:**
- Detailed analysis of learners working below/well below in literacy - reading and writing, as identified in 2023 data - Below in reading - Below in writing - Below in reading and writing - Ethnicity - Attendance - ESOL/Special Needs/Learning needs - Gender - Data chats with teachers - Learning conversations with whanau - Learning Support Co-ordinator to track impact of LA support	- Release for data chats in Terms 1 & 3 - Senior leadership team analyses data to identify needs and trends - Tracking systems developed - PLD for teachers if needs/gaps are identified	- T4, 2023/review T1 2024 - a comprehension list of target students - Detailed tracking of this group will enable close monitoring - T1 and T3 - Data chats to review teacher programmes and practice - Ongoing - Tracking attendance - Ongoing - Monitoring progress through learning support programmes - Term 2 progress data - Will see a shift in numbers of learners not meeting the literacy benchmarks - Ongoing - A greater understanding of these groups - Impact of attendance - Impact of learning needs, e.g. dyslexia - Impact of ESOL - External factors

Strategic Goal		
HPS Vision Principle #2	**Effective Learning**	
NELP Objective:	**Quality Teaching and Leadership**; Quality teaching and leadership make the difference for learners and their whānau	
Definition: What do we want?	Our HPS local curriculum will promote effective teacher practice to ensure positive learning outcomes for all students	
What it looks like in:		
2023 Review Making Learning Visible practices across the school to promote learner agency	**2024** Use Making Learning Visible practices to extend learning agency for akonga	**2025** Review learner agency in relation to the new curriculum
Annual Goal		
HPS Vision Principle - Effective Learning	**NELP Priorities:** 3.6 Develop staff to strengthen teaching, leadership and learner capability	
2024 Annual Plan Focus for Effective Learning:	**Objective:** to continue embedding Making Learning Visible practices across the school	
	Expected Outcome: Making learning visible practices, in particular the learner actions of Creativity and Communication, are used to encourage all students, (with particular emphasis on more able students) to access and lead their learning independently.	
Actions to Meet Outcome:	**Resourcing:**	**Indicators of Progress:**
- Increase independent learning through Communication and Creativity - Creativity - work with staff, unpack what is creativity so that teachers can teach/reinforce with learners that they can be creative. - Look at how to plan for it. - Scaffold students so they're safe to take risks. - Communication - work with staff to unpack what communication looks like in the	- Steve Saville - Cognition facilitator - Staff meetings for PLD - Staff meetings - Release for chats with facilitator	- By the end of the year, students can articulate how they are creative and communicators in their learning process - Scale of how creative, how good are you at communicating - done Term 1 / 2 and Term 4 - Observations of classrooms carried out by Steve, Term 4 (to review the prior provocations from 2023) - By the end of the year, Creativity and Communication become deliberate acts which are planned for within classroom programming - Planning checks each term, in

classroom, so that teachers can teacher and reinforce with learners how to communicate/when they are communicating effectively - Look at how to plan for it. - Scaffold students so they're safe to take risks.		line with the PGC timeline

Strategic Goal		
HPS Vision Principle #3	**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	
Definition: What do we want?	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)
Annual Goal		
HPS Vision Principle #3 - Relationships for Learning	**NELP Priorities:** 1.1 Ensure HPS is a safe and inclusive place of learning 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	
2024 Annual Plan Focus for Relationships for Learning:	**Objective:** Review and develop our local curriculum with a culturally responsive approach.	
	Expected Outcome: Mana enhancing school wide systems are connected so that school is safe and inclusive and puts the student at the centre of learning.	
Actions to Meet Outcome:	**Resourcing:**	**Indicators of Progress:**
- Teachers review their practice in line with indicators for being culturally responsive and school wide systems such as Values, Learner Actions - Use Hikairo Schema - Beginning Affirmatively - Engendering Care - Teachers reflect on their practice using indicators for Building Connections - Examples shared	- Staff meetings to review and share practice - Leadership lead PLD and discussions	- Using the Hikairo Schema, teachers build a profile of themselves using the criteria for Beginning Affirmatively, Engendering Care and Building Connections - Term 1 and ongoing - Self evaluation - against criteria - Term 2 and ongoing - Team leader and/or peer evaluation - against Hikairo schema (linked to PGC) - Term 2 - Framework for classroom created

		Term 2 - Leaders can link classroom framework to school framework

Strategic Goal		
HPS Vision Principle #4	**Learning Partnerships**	
NELP Objective:	**Learners at the Centre**; Learners with their whānau are at the centre of education	
Definition: What do we want?	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 Goal		
HPS Vision Principle #4 - Learning Partnerships	**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	
2024 Annual Plan Focus for Learning Partnerships:	**Objective:** to consult and collaborate with whānau to develop and enhance our HPS local curriculum	
	Expected Outcome: whānau will be actively encouraged to engage with the school to give feedback on learning systems and structures, share in the learning process with their tamariki and learn about local curriculum	
Actions to Meet Outcome:	**Resourcing:**	**Indicators of Progress:**
- Comprehensive survey of the school community to determine best methods for communication, consultation and feedback. - Review our current consultation and communication systems - Develop new systems that meet the needs of the community to allow opportunities for effective consultation and communication.	- Survey created and distributed to whanau at School Start Chats meetings (end of Feb) - Analysis of information and recommendations developed - Shared with Board - New systems developed based on recommendations - Shared with Board - Recommendations shared with whanau and Board	- First survey T1, then ongoing based on needs - Improved consultation with the school community concerning school practices requiring feedback. - T2 - Effective lines of communication that keeps the school community informed of school events. - Ongoing - Greater Parent involvement in school celebrations, events, sharing of information ○ Learning conversations ○ Celebration days ○ Open afternoons ○ Parents engaging with school ■ Camp meetings ■ Webinars

		■ Focus groups/ gatherings