



Hillsborough Primary School



**HPS Charter -
Curriculum Framework, Strategic Goals & Annual Plan**

Our Vision - to Grow Learners and Develop Citizens

Our Vision Principles	Learning to Learn	Effective Learning	Relationships for Learning	Learning Partnerships	Opportunities for Learning
<i>How does it fit with the NZC Principles?</i>	<ul style="list-style-type: none"> - Learning to learn - High expectations 	<ul style="list-style-type: none"> - Learning to learn - High expectations - Inclusion - Treaty of Waitangi - Coherence 	<ul style="list-style-type: none"> - Inclusion - Cultural Diversity - Treaty of Waitangi - High expectations 	<ul style="list-style-type: none"> - Community engagement - Coherence - Inclusion - High Expectations 	<ul style="list-style-type: none"> - Future focussed - Learning to learn - High Expectations
<i>Definition: What do we want?</i>	Our HPS local curriculum will grow informed, reflective, critical and creative learners	Our HPS local curriculum will promote effective teacher practice to ensure positive learning outcomes for all students	Our HPS local curriculum will create a safe and supportive learning environment which acknowledges difference and ensures equity for all learners	Our HPS local curriculum will build strong links and partnerships across the learning community	Our HPS local curriculum will develop active global citizens who have an inquiring mind

Vision and Mission Statements Driving our Framework:

<i>Our Learner Actions</i>	<p align="center">Growing Learners</p> <p align="center">We will shape and grow our students to think critically, connect, learn and participate, by providing opportunities to</p> <p align="center">★ Investigate ★ Collaborate ★ Create ★ Communicate</p>
<i>Our Values</i>	<p align="center">Developing Citizens</p> <p align="center">We will develop citizens by teaching students how to</p> <p align="center">★ Show Kindness ★ Make Positive Choices ★ Challenge Themselves</p>

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<i>HPS will work to create:</i>	<i>Our Strategic Goals for 2021-2023</i>				
	Engaged and empowered learners who strive for personal excellence and achieve success through learning how to learn.	Reflective and evaluative teaching practice as a means to enhance teacher capability and improve learning outcomes for ako	Acknowledgement and respect for the language, heritage and cultures of our school community and promotion of the Treaty principles; Partnership, Participation and Protection. This will create a connected, compassionate and caring environment where understanding builds resilience	Strong learning partnerships between school, parents, whanau and the wider community Recognition of diversity in staffing and the employment requirements of diverse individuals and groups Partnerships with schools in the COL for the benefit of all learners across the community Sustainable and effective strategic governance and leadership	Learners actively enquiring and connecting knowledge across the curriculum that supports and enhances future learning
	<i>National Education and Learning Priorities</i>				
<i>Link to NELP's</i>	Learners at the Centre	Quality Teaching and Leadership	Barrier Free Access	Learners at the Centre	Future of Learning and Work
	<i>Competencies</i>				
<i>Links to Tataiako</i>	Tangata Whenua	Ako	Whanaungatanga Manaakitanga	Wananga	Wananga

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<p align="center"><i>2022 Annual Plan Focus:</i></p>	Re-engage, redefine and reflect on learning				
	<p>Use the HPS Road Map to make learning visible and re-engage akonga</p>	<p>Redefine Mathematics pedagogy at HPS</p>	<p>Promote respectful partnerships through inclusion and knowledge of all akonga</p>	<p>Collaborative relationships to support and improve student learning outcomes</p>	<p>Integrate our learner actions into a learning process to grow knowledge and skills through the curriculum</p>
<p><i>2022 Goals: What will it look like at HPS?</i></p>	<ul style="list-style-type: none"> ● Review HPS roadmap to re-engage teachers and learners ● Learning is visible in classrooms ● Learning tools are explicit and shared with learners ● Students are taught how to reflect on learning and set next steps, particularly in reading ● WAGOLL's embedded within the roadmap will be reviewed, revised and updated as needed 	<ul style="list-style-type: none"> ● Overview of math coverage @ HPS ● New integrated planning tools ● Upskilling teachers on redefined maths pedagogy at HPS ● Individual goal set for maths as part of the PGC ● Create shared understanding of maths teaching and learning at HPS ● WAGOLL for expectations for learning in maths at HPS ● Positive impact for learners through improved student achievement 	<ul style="list-style-type: none"> ● Create a shared understanding of what a positive classroom environment looks like at HPS; <ul style="list-style-type: none"> - Acknowledgement and celebration of all cultures - Inclusive of all akonga - Safe for risk taking and confidence building - A place of acceptance 	<ul style="list-style-type: none"> ● Professional conversations about learning outcomes through collaborative PLG's ● Home/School partnerships to enhance learning, including effective reporting to parents using learning tools and student voice ● Consultation and communication around school goals, initiatives, learning pathways as a means to making learning more visible for whanau ● Collaborative relationship with Kahui Ako ● BOT partnership 	<ul style="list-style-type: none"> ● Teachers will have a collective understanding of an integrated learning process ● Students will use the learning process to engage in, reflect on and direct their learning ● Create a WAGOLL for the Roadmap to describe the learning process ● Expectations for learning are established to cover curriculum areas and WAGOLL's created as part of the HPS Roadmap

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<p><i>2022 Actions</i></p>	<ul style="list-style-type: none"> ● Review and refresh of Schoolwide use of <ul style="list-style-type: none"> - Values - Learner Actions - Learning Tools ● Observations and collaborative conversations around practice ● Embedded MLV practices in classrooms and examples captured in the Roadmap ● WAGOLL's created, reviewed and updated for all areas of the HPS the Roadmap ● Leadership team driving learning 	<ul style="list-style-type: none"> ● HPS maths overview created ● Planning tools created and unpacked ● Teacher development unpacking planning and programming expectations & teaching strategies Using 100 PLD Hours working with Cognition & supported by facilitator ● Collaborative planning in syndicate groups ● Create a WAGOLL for maths unpacking the expectation for teaching and learning at HPS ● Tracking maths achievement school wide; particularly shifts from below to at 	<ul style="list-style-type: none"> ● Collaborate to establish a shared school wide understanding of how the classroom environment will impact on relationships for learning <ul style="list-style-type: none"> - Create a WAGOLL as part of the Roadmap ● Review the Learner agreements in each class ● Set up 'What a good Learner Looks like' in each class ● Find a whakatauki to explain what the classroom environment looks like 	<ul style="list-style-type: none"> ● PLG's as part of the PGC, meet at least twice a term to discuss the Class Profile ● Progress and achievement information shared through Learning conversations involving teachers/ student/family ● Community information sharing and consultation around school areas of focus, including the annual plan for 2022 ● Participation in COL groups and learning opportunities. 2 WSL's for our Kahui Ako ● Share learning outcomes with the BOT for future planning and resourcing 	<ul style="list-style-type: none"> ● Teacher development using 50 PLD Hours Working with Cognition ● Teach students how to engage in learning using the Learning Process ● Observations of Classroom practice to see the Learning Process in action <ul style="list-style-type: none"> - Classroom practice to see the Learning Process in action ● Collective understanding for Learning Process established and WAGOLL created ● Expectations teaching Maths at HPS established and WAGOLL created for the Roadmap

Our Vision - to Grow Learners and Develop Citizens

Learning to Learn

Use the HPS Road Map to make learning visible and re-engage akonga

Target Area: Students are taught how to reflect on learning and set next steps in Writing

Target Group: 10 randomly selected learners from each cohort in Years 2, 3, 4, 5, 6, Maori, Pasifika & Learning Support (80 students total)

Baseline Data: Student voice survey of target group & Term 1 progress data

What:	Who?	Indicators of Progress
Survey target group beginning of Term 2 and middle of Term 4. Term 2 survey - sharing and analysis of findings - discussion as leadership team around next steps for teachers and learners - PLD opportunities as needed	Syndicate Leaders & WSL	<ul style="list-style-type: none"> ● Students have an understanding of the learning tools and how to set next steps <ul style="list-style-type: none"> - Can talk about their learning in relation to the learning intentions on the tools - Can share appropriate next steps based on the learning intentions on the tools
Track and monitor the progress and achievement data for the target group.	Syndicate Leaders & WSL	<ul style="list-style-type: none"> ● We want to see a correlation between students knowing what they are learning in writing and their next steps with progress and achievement data ● Term 2 progress data ● Term 4 achievement data
<p>Resourcing: <i>What support is needed for this to be successful?</i></p> <ul style="list-style-type: none"> ● Release for student voice survey if needed ● Create survey 	<p>Evidence: <i>What could we see at the end of the year?</i></p> <ul style="list-style-type: none"> ● Record of students' data being tracked ● Record of student voice - Term 2 & Term 4 ● Report written by WSL based on inquiry goals and findings ● Summary collective report written by all leaders involved, to be presented to the Board at the end of the year 	
<p>Monitoring: <i>What can we see term by term? What adjustments need to be made?</i></p>		

Our Vision - to Grow Learners and Develop Citizens

Effective Learning

Redefining Mathematics pedagogy at HPS

Learning Target: A positive impact for learners through improved student achievement in mathematics

Target Group: Schoolwide - shifting well below/below to at

School wide Baseline Data - from 2022 Term One Assessment in Maths

Above

At

Below

Well Below

5%

20.5%

51.5%

23%

What:

Who?

Indicators of Progress

- To move students from well below/below to at
 - 20% shift by the end of Term 2
 - Another 20% by the end of Term 4
- Track and monitor priority learners

All teachers

LSC

End of Term 2 progress data
And
End of Term 4 achievement data

Resourcing: *What support is needed for this to be successful?*

- Class profile on etap updated regularly
- PLD professional development ongoing, using Cognition facilitator
- Teacher goal setting, tied into PGC

Evidence: *What could we see at the end of the year?*

- Class profile used to track, monitor and plan for interventions to support maths achievement
 - Each term + PLG discussion around class profile, twice each term. (also tied into PGC discussion with professional leader)
- Classroom obs of maths teaching and a summary of goals/focus for each syndicate for Terms 2 & 3
- Summary of Term 2 progress data
- Summary of Term 4 Achievement data

Monitoring: *What can we see term by term? What adjustments need to be made?*

Our Vision - to Grow Learners and Develop Citizens

Relationships for Learning

Promote respectful partnerships through inclusion and knowledge of all akonga

Learning Target: to create a positive classroom environment which supports the re engagement of learners, teachers and whanau. This will provide a safe and secure learning space for risk taking to build the confidence of all akonga

Target Group: Whole School

Resourcing: *What support is needed for this to be successful?*

- HPS MLV Roadmap
- Steve Saville, Cognition
- Culture and Identity CAT - for Acknowledgement and celebration of all cultures
- Language and Identity CAT - for support and resourcing with Te Reo

Evidence: *What could we see at the end of the year?*

- A collective schoolwide statement of what makes a positive inclusive classroom environment
- A WAGOLL as part of our Roadmap with a definition and examples of the statement
- Learner agreements for each class will have been reviewed
- Students can tell us what a good learner looks like in each class (observed during Walk-Through's as part of the PGC)
- Each class has a whakatauki that encapsulates what their learning environment means to them

Monitoring: *What can we see term by term? What adjustments need to be made?*

Our Vision - to Grow Learners and Develop Citizens	
Learning Partnerships	Collaborative relationships to support and improve student learning outcomes
Target: through collaborative relationships, all stakeholders will have a shared understanding of our students, learning programmes and the curriculum. This will impact positively on teaching and learning at HPS to engage akonga and meet their learning needs.	
Resourcing: <i>What support is needed for this to be successful?</i> <ul style="list-style-type: none"> ● PLG meetings for teachers to share and discuss class profiles ● Learning conversations set up with learners and families ● Sharing Annual plan goals + reflective questions for feedback, through the newsletter and targeted sharing with the Maori whanau group ● Survey whanau ● 2 WSL's ● Survey Board in preparation for transition to new Board 	Evidence: <i>What could we see at the end of the year?</i> <ul style="list-style-type: none"> ● PLG meetings twice per term + reflection notes in class profile ● Learning conversations, Term 3 ● 2022 Annual plan shared with families through newsletter - term 2 ● Survey of whanau feedback - term 3 ● Updates from WSL's to SLT each term, on their inquiries and the direct impact on HPS learners ● Data shared with Board as part of the reporting cycle - term 2 & term 4 ● Facilitator to carry out exit interviews with the current Board and then work with the new in-coming Board for a successful transition
Monitoring: <i>What can we see term by term? What adjustments need to be made?</i>	

Our Vision - to Grow Learners and Develop Citizens	
Opportunities for Learning	Integrate our learner actions into a learning process to grow knowledge and skills through the curriculum
Target: by having an HPS learning process that integrates our Learner Actions, students will have a way to engage in, reflect on and direct their learning.	
Resourcing: <i>What support is needed for this to be successful?</i> <ul style="list-style-type: none"> ● Steve Saville, Cognition ● Staff meeting time for PLD ● SLT leading curriculum review ● Lead teacher co-ordinating Maths PLD 	Evidence: <i>What could we see at the end of the year?</i> <ul style="list-style-type: none"> ● An HPS Learning Process with WAGOLL in the Roadmap ● Learning Process is evident in the classroom; display, student talk ● Y0-3 student reflection in the end of year reporting is based on the Learner Actions (student voice) ● Y4-6 student reflection in the end of year reporting is based on the HPS Learning Process (student voice) ● Expectations for Learning & teaching maths at HPS with WAGOLL in the Roadmap

HPS Triennial Effectiveness Review

The Principal, in consultation with the Board of Trustees and SchoolDoc's, have developed a detailed policy framework to ensure all the policies and procedures are reviewed on a regular basis.

Use the link provided to see the 3 year review schedule. [3 Year Review Schedule](#)

3-YEAR REVIEW SCHEDULE		WHO TO CONSULT?	2021				2022				2023				
			TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4	
NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT	Curriculum and Student Achievement Policy	Board / staff						REVIEW							REVIEW
	Education Outside the Classroom	Board / staff / parents										Consult			
	Health Education/Curriculum consultation	Board / staff / parents		Consult											
	Home Learning	Board / staff / parents	REVIEW							REVIEW					
	Māori Educational Success	Board / staff / parents				REVIEW									
	Learning Support	Board / staff / parents											REVIEW		Assurance
NAG 2: OCCUPATION AND SELF-REVIEW	Documentation and Self-Review Policy	Board													
	Reporting to Parents	Board / staff / parents		REVIEW								REVIEW			
	School Planning and Reporting	Board	Submit				Submit				Submit				
	Appointment Procedure	Board				Assurance				Assurance			REVIEW	Assurance	Consult
	Approval of Staff / Professional Growth Cycle	Board				Assurance				Assurance			Assurance	Assurance	
	Approval of the Principal	Board				Assurance			Assurance	Assurance			Assurance	Assurance	
NAG 3: EMPLOYER RESPONSIBILITY	Classroom Release Time/Timetable	Board / staff													
	Concerns and Complaints	Board / staff / parents			REVIEW										REVIEW
	Equal Employment Opportunities (EEO)	Board / staff	Assurance				Assurance			Assurance					
	Employer Responsibility Policy	Board / staff	Assurance				Assurance			Assurance		REVIEW			Submit
	Performance Management	Board / staff							REVIEW						
	Police Vetting for Non-Teachers	Board / staff	Assurance				Assurance			Assurance					
	Protected Disclosure	Board / staff		REVIEW											
	Provisionally Certificated Teachers (PCTs)	Board / staff				Assurance				Assurance					Assurance
	Salary Units/Management Allowances	Board / staff									REVIEW				REVIEW
	Staff Leave	Board / staff													
NAG 4: FINANCE AND PROPERTY MANAGEMENT	Teacher Registration, Certification, and Police Vetting	Board				Assurance				Assurance				Assurance	
	10-Year Property Plan (10 YPP)	Board	Assurance				Assurance			Assurance				Assurance	
	Computer Security and Cybersafety	Board	REVIEW	Assurance				Assurance		Assurance				Assurance	
NAG 5: HEALTH, SAFETY, AND WELFARE	Finance and Property Management Policy	Board		Assurance				Assurance		Assurance				Assurance	
	SUE (Staff Usage and Expenditure) Reports	Board		Assurance		Assurance		Assurance		Assurance				Assurance	
	Abuse Recognition and Reporting	Board / staff / parents													
	Alcohol, Drugs, and Other Harmful Substances	Board / staff / parents													
	Behaviour Management	Board / staff			REVIEW		REVIEW								
	Child Protection	Board / staff													REVIEW
	Digital Technology and Cybersafety, Cyberbullying	Board / staff		Assurance					Assurance					Assurance	
	Emergency Planning and Procedures	Board / staff		Assurance				Assurance	REVIEW					Assurance	
	Emergency Evacuation/Emergency Kit	Board / staff		Assurance		Assurance		Assurance		Assurance				Assurance	
	Rassessment	Board / staff				REVIEW									
	Health, Safety, and Welfare Policy	Board / staff							REVIEW					Assurance	
	Monitoring and Auditing School Bus	Board / staff		Assurance		Assurance		Assurance		Assurance				Assurance	Assurance
	Physical Restraint	Board / staff			Assurance	Assurance		Assurance	Assurance	Assurance				Assurance	
Reporting and Recording Accidents, Medicines, Managing Minor/Moderate Injury, Illness	Board / staff	Assurance					Assurance			Assurance				Assurance	
Risk Management	Board / staff	Assurance	Assurance	Assurance	Assurance		Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	
NAG 6: LEGISLATION AND ADMINISTRATION	Safety Management System	Board / staff				Assurance									
	Separated Parents, Day-to-Day Care, & Guardianship	Board / staff / parents												REVIEW	REVIEW
	Sun Protection	Board / staff / parents													
	Surrender & Retention of Property and Searches	Board / staff / parents				Assurance			Assurance					Assurance	
	Swimming Pool	Board / staff / parents				Assurance			Assurance					Assurance	
	Visitors	Board / staff		REVIEW			REVIEW							Assurance	
NAG 7: LEGISLATION AND ADMINISTRATION	International Students	Board / staff				Assurance			Assurance				Assurance	Assurance	Assurance
	Legislation and Administration Policy	Board / staff				Assurance	REVIEW							Assurance	Assurance
	Length of School Year	Board / staff								Assurance					REVIEW
	Privacy	Board / staff													
NAG 8: LEGISLATION AND ADMINISTRATION	Student Attendance	Board / staff				Assurance									
		Board / staff													

REVIEW
Review the policy / procedure and share with relevant stakeholders so they can also provide feedback.

Assurance
Assure the board that proper steps/factors have been taken regarding the policy/ procedure, and that they are up to date.

Consult
Consult with the school community and adopt a statement about the consultation process/results.

Submit
Update your charter & forward to the Ministry. Prepare your annual report for auditors.

Attestation
Submit Code of Practice self-review attestation to NZQA by the due date.

No actions required this year.
Check the 3-year schedule.



See Implementation Audit and Reports and Policy Reviews on your SchoolDocs site for more information.

School Composition, Maori Dimensions and Cultural Diversity

Hillsborough School has an increasingly diverse cultural community which has over 21 ethnic groups identified.

Current Roll as at 4th March, 2022 is 365	171 Female	194 Male
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Ethnic Composition:			
Maori	7.6%	Cook Island Maori	0.3%
NZ European/Pakeha	23%	Fijian	0.5%
Indian	29%	Filipino	1.1%
Chinese	11.2%	Latin American	0.3%
Other Asian	3.5%	Vietnamese	1.3%
Japanese	1.6%	Niuean	1.8%
Sri Lankan	3.3%	Samoaan	4.9%
Middle Eastern	3.8%	Tongan	1.9%
Other European	1.1%	African + African Origins	3.8%

Maori Dimensions and Cultural Diversity

All cultures within the school are valued, accepted and celebrated through active encouragement of an inclusive school culture and strong citizenship values. Leadership of Maori language and identity, and Inclusion and Diversity curriculum action teams schoolwide, supports new learning and initiatives to support the sustainability of systems and celebrations at Hillsborough Primary School. When developing policies and practices for the school, every endeavor is made to reflect the bicultural nature and cultural diversity of Hillsborough Primary School.