

# Hutt Central School Charter 2021-2023

## **Mission Statement:**

**Empowering our children to meet the future with confidence.  
Whakamana hia ngā tamariki kia tutuki ia ratou nga wawata me nga  
tūmanako.**

## **Values:**

**Resilience / Manawaroa,  
Responsibility / Haepapa,  
Creativity / Auahatanga,  
Respect / Whakaute.**





## Shared Vision:

# HUTT CENTRAL SCHOOL SHARED VISION

At Hutt Central School we provide a holistic education that values flexibility, collaboration, and authentic contexts to meet the individual needs of all children.

We have a welcoming atmosphere that encourages community and whanau involvement in a diverse range of activities.

Relationships at our school are paramount. Our classes reflect the positive and trusting relationships that exist between teachers and students, enabling children to have the confidence to take risks with their learning. The value placed on community involvement is evidenced in the collaboration and support our local community extends to the school, in both formal and informal situations. We celebrate the success, participation and talents of our students and we continually seek opportunities to showcase these with our community.

The personal passion teachers feel for their profession is reflected in exciting and engaging learning opportunities. We are committed to setting clear expectations and high standards for all pupils. A sense of fun and wonder is evident in the learning journey that all students undertake.

Students are encouraged and guided to make choices to manage their own learning. The challenges of our ever- changing world are addressed through programmes that offer both current and future proofing options. Teaching and learning is structured to cater for all students, allowing for flexibility and consideration of individual needs.

A culture of inclusiveness is pivotal within our school community. We are open and accepting of all cultures, traditions and beliefs and this is reflected in the diverse range of whole school activities.

Te Reo and Tikanga are embedded within our learning programmes based on the principle of Whanaungatanga.

We foster connections by encouraging whanau to be included and celebrate Maori culture by integrating role models and expertise from our local iwi.

Hutt Central School has a strong sense of community that supports an innovative and dynamic approach to children's ongoing education and hauora.

## Strategic Plan 2021 - 2023

**AIM 1: Every student will progress and achieve at and beyond their potential in line with the NZ Curriculum.**

- **Focus 1.1**: To develop quality teaching and learning programmes aligned with our shared vision and HCS curriculum.
- **Focus 1.2**: To monitor and foster progression that reflects individual and collective growth in order to provide manageable learning through modified teaching for individual needs.
- **Focus 1.3**: To cater learning to meet individual holistic needs across the curriculum.

**AIM 2: The school culture will reflect an inclusive and caring ethos.**

- **Focus 2.1**: To establish and strengthen learning focused connections to strengthen relationships with people and environments.
- **Focus 2.2**: To normalise and integrate Te Ao Maori within the school and wider community.
- **Focus 2.3**: To grow an awareness of a variety of cultures and diversity that is supported and celebrated.

**AIM 3: The school will improve our effectiveness as a learning community**

- **Focus 3.1**: To develop the process and practice of thorough evaluation for improvement.
- **Focus 3.2**: To ensure our school systems provide for, and acknowledge student opportunity and achievement.

<b>AIM 1: Every student will progress and achieve at and beyond their potential in line with the NZ Curriculum.</b>			
	2021	2022	2023
<b>Focus 1.1</b> : To develop quality teaching and learning programmes aligned with our shared vision and HCS curriculum.	Refine Active Learning traits. Develop alignment of learning skill progression linked with Key Competencies and Active Learning Traits across the school. (Authentic Learning)	Support our students and community with a collective approach to wellbeing that supports us as a learning community. Literacy inquiry into teaching and learning practices and programmes	

Focus 1.2: To monitor and foster progression that reflects individual and collective growth in order to provide manageable learning through modified teaching for individual needs.	Carry out and document evidence of individual learning that shows the learning progression in <b>Mathematics</b> as students transition to, through and beyond our school. (Mathematics Focus, Growth).	Literacy inquiry into teaching and learning practices and programmes	
Focus 1.3: To cater learning to meet individual holistic needs across the curriculum.	Enable modified and manageable learning for individuals that builds on their personal next learning step / stage (Future focused learning).	Support our students and community with a collective approach to wellbeing that supports us as a learning community. Literacy inquiry into teaching and learning practices and programmes	
<b>AIM 2: The school culture will reflect an inclusive and caring ethos.</b>			
	2021	2022	2023
Focus 2.1: To establish and strengthen learning focused connections to strengthen relationships with people and environments.	Carry out development in Restorative Practices that links with our values and inclusive PB4L practices across the school. (Ongoing refinement and development of systems and structures).	Support our students and community with a collective approach to wellbeing that supports us as a learning community. Te Ao Maori.	
Focus 2.2: To normalise and integrate Te Ao Maori within the school and wider community.	Refinement and extension of Te Ao Māori programme in consultation with PLD providers, Iwi and Whānau group based on evidence of student and staff learning.	Te Ao Maori.	
Focus 2.3: To grow an awareness of a variety of cultures and diversity that is supported and celebrated.	Celebrate and recognize the diversity of our community.	Support our students and community with a collective approach to wellbeing that supports us as a learning community.	
<b>AIM 3: The school will improve our effectiveness as a learning community</b>			

	2021	2022	2023
<u>Focus 3.1:</u> To develop the process and practice of thorough evaluation for improvement.	Use evaluation as an ongoing practice to review the effectiveness of actions and systems of our learning community.	Literacy inquiry into teaching and learning practices and programmes	
<u>Focus 3.2:</u> To ensure our school systems provide for, and acknowledge student opportunity and achievement.	Promote, celebrate, support and acknowledge growth across the school.	Support our students and community with a collective approach to wellbeing that supports us as a learning community. Te Ao Maori.	

# Annual Plan 2022

Identified Focus 1: Wellbeing / Hauora: Support our students and community, which includes staff, with a collective approach to wellbeing that supports us as a learning community. *Leadership Opportunity working with focus team.*

<u>Charter Links:</u>	<b>Strategies (What we will do)</b>	<b>Success indicators (How we will know / What do we expect)</b>	<b>Who is responsible? When?</b>	<b>Measuring impact (How will we know it has been achieved?)</b>
Aim 1, Focus 1				
Aim 1, Focus 3				
Aim 2, Focus 1				
Aim 2, Focus 3				
Aim 3, Focus 2				

<p><b>Key Goal: <i>Develop a collective approach to wellbeing / hauora that supports our learning community.</i></b></p> <p>Charter Aims:  1.1: To develop quality teaching and learning programmes aligned with our shared vision and HCS curriculum  1.3: To cater learning to meet individual holistic needs across the curriculum.  2.1: To establish and strengthen learning focused connections to strengthen relationships with people and environments.  2.3: To grow an awareness of a variety of cultures and diversity that is supported and celebrated.  3.2: To ensure our school systems provide for, and acknowledge student opportunity and achievement.</p>	<p>Carry out an audit on what we currently do to promote wellbeing / hauora? (strength based – notice, value and record).</p> <p>Use the Evaluation Indicators (ERO) as a benchmark to collaboratively evaluate our current practice. (Strengths, gaps, inconsistencies)</p> <p>Develop collective class, syndicate and school community that is caring, inclusive and cohesive.</p> <p>Seek student voice with our learning around wellbeing. Have a community evening to gauge what wellbeing means to our community.</p> <p>Establish a collective understanding (vision) of wellbeing / hauora – for HCS students, staff, community.</p> <p>Identify key wellbeing / hauora values, beliefs and assumptions we need to have as a learning community.</p>	<p>Current practices linked with wellbeing / hauora celebrated, documented and evaluated.</p> <p>Collective vision developed for what we aspire to for wellbeing / hauora for our students and community in our context. (What wellbeing / hauora means for us)</p> <p>List and prioritisation of the potential opportunities with wellbeing / hauora in our school.</p> <p>Development of key learning that is integrated, and ‘standalone’ programmes for wellbeing / hauora.</p> <p>Implementation of systems to promote and support wellbeing across our community.</p> <p>Learning is documented as part of school curriculum.</p>	<p>All staff to contribute to current practices and celebrations. Term 1</p> <p>All staff to use Evaluation Indicators to review current practices and identify potential areas of growth. Term 1</p> <p>Community Evening held, Term 1. Well Being group to organise.</p> <p>Wellbeing group to gather student voice with wellbeing learning. Term 1.</p> <p>All staff to sort information and develop wellbeing vision, Term 2. Values, beliefs and assumptions noted as part of process by wellbeing team.</p> <p>All staff (including student voice through wellbeing team) to identify and sort wellbeing opportunities for our learning community. Term 2</p> <p>Develop and implement collectively selected wellbeing opportunities (learning and systems). Term 2 -3.</p>	<p>Wellbeing vision published</p> <p>Observation and evaluation of class, syndicate and school culture directly linked with specific wellbeing actions.</p> <p>Documentation of Wellbeing learning and systems for action.</p> <p>Growth of wellbeing actions – learning and systems as identified in evaluation indicators.</p> <p>Wellbeing survey data from students, staff and community.</p> <p>Teacher modelling and actioning of wellbeing / hauora values, beliefs and assumptions.</p>
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	<p>Collectively identify opportunities that we will put energy into developing in our school.</p> <ul style="list-style-type: none"><li>- Learning – School curriculum, initiatives etc.</li><li>- Systems – celebrating, inquiring, integration, support (layers), initiatives.</li></ul> <p>Develop supportive documentation which outlines expectations and guidelines for wellbeing / hauora implementation in the school.</p>		<p>Write up documentation of wellbeing learning and systems for our school. Term 3-4.</p> <p>Evaluate wellbeing across the community – including students and community input. Use the Evaluation Indicators as a guide for goal setting for 2023.</p>	
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**Focus Two: Literacy inquiry into teaching and learning practices and programmes. Leadership opportunity working with focus team.**

<p><u>Charter Links</u>                      Aim 1, Focus 1                      Aim 1, Focus 2                      Aim 1, Focus 3                      Aim 3, Focus 1</p>	<p><b>Strategies                      (What we will do)</b></p>	<p><b>Success indicators                      (How we will know / What do we expect)</b></p>	<p><b>Who is responsible?                      When?</b></p>	<p><b>Measuring impact                      (How will we know it has been achieved?)</b></p>
<p><b>Key goal: <i>Inquire into and develop our teaching practice to ensure we are building a sound foundation for learning in literacy for our students as they progress to, through and beyond our school.</i></b></p> <p>1.1: To develop quality teaching and learning programmes aligned with our shared vision and HCS curriculum                      1.2: To monitor and foster progression that reflects individual and collective growth in order to provide manageable learning through modified teaching for individual needs.                      1.3: To cater learning to meet individual holistic needs across the curriculum.                      3.1: To develop the process and practice of thorough evaluation for improvement.</p>	<p>Identify the aspects of Literacy for teaching and learning that will form the basis of this focus.</p> <p>Centrally Funded Professional Learning and Development (CFPLD) with Literacy. Focusing on Literacy teaching and learning programmes to meet needs of learners - aligning high standards and clear expectations of progression.</p> <p>Inquire into teaching and learning in literacy to consider our current strengths and opportunities for potential growth in practice.</p> <p>Assessment – Develop collective and consistent OTJ decision making, based on evidence of learning and data collection practices (using moderation) that support teaching and learning progression.</p> <p>Sharing of practice – Expertise and sharing of PLD within the school</p> <p>Evaluation process carried at an individual class, syndicate and schoolwide level using fit for purpose data to identify strengths</p>	<p>Documentation of target student data in Reading and Writing will show progress in relation to students learning and engagement in literacy.</p> <p>Schoolwide documentation of fit for purpose methods of data collection and learning evidence in relation to curriculum levels.</p> <p>Observation and feedback (Practice Analysis Conversations) of teaching practice reflects progression of student learning using modified teaching and learning practices to build on strengths and next steps in learning.</p> <p>Student voice shows increase in individual confidence and engagement in literacy.</p> <p>Teacher confidence increased with the use of sound (known) practice alongside new practices to meet student learning needs.</p>	<p>CFPLD to work alongside the Literacy focus Team.</p> <p>Literacy team to share practice and ideas from PLD and Inquiry work.</p> <p>Staff to evaluate strengths in current practice and identify opportunities for growth in teaching and learning. Termly as we experience growth and development.</p> <p>CFPLD to work with syndicates and individual teachers – Term 1.</p> <p>CFPLD to work with whole staff – for teacher only day. Term 1</p> <p>Literacy focus team to support syndicates and teachers with implementation of new developments in teaching and learning. Term 2 and 3</p> <p>All teachers to document teaching actions in planning in relation to analysis of assessment information with termly check in with Syndicate leaders.</p>	<p>Observation of teaching and learning programmes (PAC).</p> <p>Literacy formative data will show progress of student learning.</p> <p>Measurable and evidential data shows student learning progress using fit for purpose methods of data collection.</p> <p>Teacher confidence and capacity to implement refined or new techniques for teaching and learning related to student strengths and needs.</p> <p>Professional thinking, actions and results documented in evaluation.</p> <p>Professional Conversations with Leadership team and Literacy Focus team as part of PAC process.</p> <p>Review target student achievement from 2021 in comparison with current data.</p>

	and next steps to review and set goals.			
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<a href="#"><u>Side 'Hustle': Te Ao Maori. Leadership opportunity working with focus team</u></a>				
<a href="#"><u>Charter Link</u></a> <a href="#"><u>Aim 2 Focus 1</u></a> <a href="#"><u>Aim 2 Focus 2</u></a> <a href="#"><u>Aim 3 Focus 2</u></a>	<b>Strategies</b> <b>(What we will do)</b>	<b>Success indicators</b> <b>(How we will know / What do we expect)</b>	<b>Who is responsible?</b> <b>When?</b>	<b>Measuring impact</b> <b>(How will we know it has been achieved?)</b>

<p>Key goals: <i>Implementation of our Te Ao Maori programme that incorporates Te Reo, Tikanga, and experiences across the school incorporating the Aotearoa NZ histories curriculum through the learning programme.</i></p> <p>2.1: To establish and strengthen learning focused connections to strengthen relationships with people and environments. 2.2: To normalise and integrate Te Ao Maori within the school and wider community 3.2: To ensure our school systems provide for, and acknowledge student opportunity and achievement.</p>	<p>TOA focus team to carry out PLD through Kura Ahurea Programme with Neavin Broughton. TOA to lead PLD with staff at school level – incorporating expertise of others where appropriate.</p> <p>Focus team to lead the Integration of Kura Ahurea and Te Reo into teaching and learning programmes .</p> <p>Focus team to lead the Integration of Aotearoa / NZ Histories Curriculum to support Te Reo learning with Social Sciences.</p> <p>Work alongside experts and local schools with a Maori Achievement Collaboration.</p> <p>Implementation of schoolwide Te Ao maori plan – Te Reo, Tikanga, experiences, practices.</p> <p>Development of He Kakano Ahau opportunity for student leadership and learning.</p> <p>Potential to engage local expertise to support Te Ao Maori across the school.</p>	<p>Increased use of Te Reo Maori by students and staff – Te Reo as habit.</p> <p>Student retelling of stories in relation Aotearoa / NZ Histories curriculum in support of Te Reo learning.</p> <p>Staff confidence level increase with Te Reo, Tikanga and Te Ao Maori teaching and learning.</p> <p>Students and staff using Te Reo and carrying out Kaupapa(based on established tikanga) as routine and habit.</p> <p>Development of Te Ao Maori visual representations in the school – Waharoa, entranceway.</p> <p>He Kakano ahau experiences and leadership guiding individual learning and groups within the school.</p> <p>Maori students achieving success as maori throughout our school.</p>	<p>Development of TOA focus team – as a specific responsibility – Term 1.</p> <p>TOA focus team to work with Neavin and cluster group on Te Reo focus (termly).</p> <p>TOA focus team to support progression of Te Reo throughout the school.</p> <p>TOA focus group to work with syndicates to design termly programme – Week 3 Term 1.</p> <p>Teachers to plan and implement Kura Ahurea programme incorporating Aotearoa / NZ Histories curriculum.</p> <p>Whanau and community engaged with design of waharoa and entranceway.</p> <p>Teachers, experts from our community and beyond to work with He Kakano ahau - weekly.</p>	<p>Teacher planning documentation and related student work.</p> <p>Observation of Te Reo use in the wider school environment and community – use of local stories to support learning.</p> <p>Analysis of student Te Reo progress and achievement information for next steps</p> <p>Student confidence survey data</p> <p>Installation of waharoa and entrance pou.</p> <p>Successful experience and learning for He Kakano Ahau that builds on opportunity and leadership for our students.</p>
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### **School Level Data 2021 for 2022 Decision Making**

**Hutt Central School continued to look at our Overall Teacher Judgement (OTJ) in Reading, Writing and Mathematics (Using the LPF) in relation to the schools expected levels at each year level.**

### **School Strengths**

Reading:

In total the percentage of students achieving at the Expected level at the end of 2021 is 60% with 24% achieving above the Expected Level. This equates to 84% of students.

Our 2021 Year 3 students have 63% of students reading Above the expected level.

25% of our Girls are achieving above the Expected Level in Reading with 61% achieving at the expected reading level in 2021.

We have seen growth from the middle of the year data to the end of year data with an increase in All groups (Girls, Boys, PI, Maori) achieving above the expected level in reading.

Maths:

In total the percentage of students achieving at the Expected Level is 52% with 32% achieving above the National Standard. This equates to 84% of all students.

Our 2021 Year 2 and 4 students have 26% achieving above the expected with 27% of our Year 5 students. 38% of Year 6 students are achieving above the expected level.

Our Boys have 43% of students achieving above the expected level which is 11% greater than all students.

Writing:

In 2021 there has been 20% of students achieving above the expected level and 52% of students achieving At the expected levels, this equates to 72% of all students achieving At and Above the expected levels.

64% of our Year 6 students are achieving At and Above the Expected Level in Writing in 2021. 29% of our girls are achieving Above the expected level in Writing with a 23% increase in girls achieving above the expected level between Term 3 and 4.

## **School Weaknesses**

Reading:

39% of our Year 2 students are reading below the expected level. 38% of our Year 1 students are also reading below the level expected however this is reflective of their time and development thus far in the school system.

Boys, and Maori students have 20% achieving below the expected level in reading.

Writing:

31% of our Year 5 students, 36% of Year 6 students and 74% of Year 4 students are achieving below the Expected Level in Writing.

34% of our boys, 31% of our Maori students and 33% of our Pacific Island students are achieving below the expected level in writing.

Maths:

Our Girls have 20% of students achieving below the expected level in Mathematics. Our Maori students have 22% of students achieving below the expected level in Maths.

Our Year 3 students have 37% of students achieving below the expected in Maths.

## **Basis for identifying areas for improvement**

## Well Being

Use a strength based approach to investigate and collaboratively develop sustainable conditions to support our students, staff and community with a collective approach to wellbeing / hauora. Develop a shared aspiration, value and belief for wellbeing as a learning organisation that identifies the opportunities for learning, integration, initiatives and systems as a learning community.

## Literacy

### Reading:

Our achievement of boys, Maori students and Pacific Island students is an area for development in reading. What is it that is impacting on their achievement in reading? What are we doing that is experiencing success? What can we improve so that our students can experience success and continue to progress as they transition through and beyond our school? What do we know about these students and their achievement in reading?

### Writing:

The achievement in writing of our Maori students, Boys and Pacific Island students is of concern. Our Year 4 students are also a concern. What are we doing to motivate and engage our students around writing? How are we including the competencies of tataiako in our practice? What is the student's self concept in writing? What are the key areas of writing that require support? How are we providing a foundation in writing for progression of our students?

## Te Ao Maori

Learning Te Reo with a school wide approach and progression using Kura Ahurea. This is combined with schoolwide tikanga that provides for the experience of Te Ao Maori – alongside unique and timetabled opportunities for learners in Te Ao Maori. The connection of the stories of our area with Aotearoa / NZ histories is vital for students to learn about the place where they stand and our unique history as a nation. Our Maori student achievement is a clear priority from our data and our approach towards Maori achieving success as Maori is of the utmost importance.

## Evaluation and Assessment

We will be working on a schoolwide process of assessment based on clear expectations and high standards to inform our teaching and learning. This will support our judgements of strengths and next steps for learners using quality evidence of learning combined with norm-referenced - fit for purpose tools that give us learning progression in reading, writing and mathematics.

Develop our understanding and use of OTJ based on observation, conversation and high impact (fit for purpose) tools to consider the learning of our students in relation to the pathways of progression for our students. We will continue to develop our knowledge, understanding and use of the process of evaluation to inquire into our wonderings, planning, actions in relation to student learning.

Further our use of moderation processes to consider our judgements and understandings about student learning strengths and next steps. Collaboratively develop a shared understanding of expected and accelerated progress in each of reading, writing and mathematics.

## Maths:

*Our use of learning evidence and data has changed to involve the Learning Progression Framework in relation to curriculum levels. We need to strengthen our understanding of these progressions and how we realise and celebrate learning progression with our students. We need to consolidate and further our development of our practice to ensure we provide a sound foundation to build on strengths and meet next steps.*

## ***Planned actions for lifting achievement***

*Increased focused on coming together as a collective and working on the direction of our school together through collaborative input – students, staff and community.*

*Direct Leadership of syndicates to support learners through collaborative sharing of ideas and specific and consistent organisation of systems and procedures.*

*An increased emphasis placed on schoolwide direction to collaboratively develop aligned actions for learners as they transition to and progress through and beyond our school.*

*Provide leadership opportunity and growth to all staff through the focus areas of the Annual Plan. Develop Leadership skills within roles to work with teams to lead our collective direction.*

*Plan one day a week for the Leaders to grow their leadership skills. Use the time as leaders to develop and plan our collaborative actions in the focus areas for the school.*

*Plan one day a week for learning opportunities for our students – starting with Te Ao Maori opportunity, and collaboratively identifying areas for opportunity that we can provide for groups within the school (Arts, Sport, Technology, Science, Sustainability etc)*

*Seek CFPLD to support our investigation and inquiry as a collective in Literacy.*

*Continue to resource Reading Recovery throughout the year. Train another teacher with the skills and knowledge of reading recovery. Consider the tier system for early literacy intervention.*

*Train two teachers with the Best Start Literacy Approach to implement across the school.*

*Use up to date resources, PLD, and current practice in wellbeing to guide our collective work and development as a learning community.*

*Work with Neavin and the team with Kura Ahurea – building into Taumata toru and with the implementation of our schoolwide programme using our direction and initiatives (Matou) as designed in 2021.*

*Join a Maori Achievement Collaborative group to support our planning and actions to have impact for the learning of our Maori students.*

*Source and engage expertise with Te Ao Maori.*