

# 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	<i>Literacy Development – Junior and Senior Syndicate. Foundation level learning understood and developed throughout the school.</i>
<b>Focus 1.2:</b> 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	<i>Collective understanding of progression and expectation. Using the Learning Progression Framework or equivalent assessment tools in Literacy and Numeracy (Moderation of assessment in Numeracy and Literacy)</i>
<b>Focus 1.3:</b> 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	<i>Differentiated learning provided for specifically identified students in Literacy and Numeracy.</i>
	2021	2022	2023
<b>Focus 2.1:</b> 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.	<i>HCS School Curriculum linked with how we are as a school. (Connections with prior learning in PB4L, RP, UDL and Wellbeing)</i>
<b>Focus 2.2:</b> 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.	<i>Te Ao Maori – Conceptual learning across the school using Whakatauki to guide learning. (Kura Ahurea defined learning linked with conceptual learning)</i>
<b>Focus 2.3:</b> 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.	<i>School Curriculum, - Conceptual learning to explore the aspects of ‘understand, know and do’ (Learning as part of our culture, not learning in isolation).</i>

	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	<i>School Curriculum – Growth (How learning happens at HCS) Specifically - Literacy and Numeracy linked with collective moderation across the school- aligned with professional inquiry.</i>
<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.	<i>Authentic learning and Growth focus in our curriculum to celebrate our students being Active and using Values in their Learning.</i>

# Annual Plan 2023

Identified Focus 1: <b>Literacy</b> Whole school implementation of Literacy that establishes and builds on a sound foundation and expectation of learning in reading and writing as students progress to, through and beyond our school.				
Charter Links Aim 1, Focus 1 Aim 1, Focus 2 Aim 1, Focus 3 Aim 3, Focus 1 Aim 3, Focus 2	Strategies (What we will do)	Success indicators (How we will know / What do we expect)	Who is responsible? When?	Measuring impact (How will we know it has been achieved?)
<p><b>Key goal:</b> Whole school implementation of Literacy that establishes and builds on a sound foundation and expectation of learning in reading and writing as students progress to, through and beyond our school.</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>Develop aligned programmes of foundational Literacy teaching and learning.</p> <p>Use Centrally Funded Professional Learning and Development (CFPLD) to focus on Senior School foundational Literacy teaching and learning. – to meet the needs of learners aligning high standards and expectation of progression.</p> <p>Inquire into teaching and learning in literacy to consider our current strengths and opportunities for potential collective and individual 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>Documentation of target student learning 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 - provider to work alongside the Literacy and Leadership team to support Senior programmes. Term 2, 3. Provider to work with Senior Syndicate to look at foundational literacy teaching and learning.</p> <p>Literacy team to share practice and ideas from PLD, Inquiry work and collective decision making. School and Syndicate level.</p> <p>Literacy Team and Leadership team to consider fit for purpose data collection that impacts on teaching and learning.</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>Literacy team to support syndicates and teachers with implementation of new developments in teaching and learning. Term 2 and 3</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 foundational 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 2022 in comparison with current data in reading and writing.</p>

<p>3.2: To ensure our school systems provide for, and acknowledge student opportunity and achievement.</p>	<p>Evaluation process carried out at an individual class, syndicate and schoolwide level using fit for purpose data to identify strengths and next steps to review and set goals.</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>	
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Focus Two: School Curriculum – Develop our approach to integrated learning that gives students the knowledge and skills to inquire into concepts at a deep level (Understand, Know and Do ) directly linked with specific curriculum areas (Key area: Te Ao Maori).				
Charter Links Aim 1, Focus 1 Aim 1, Focus 2 Aim 1, Focus 3 Aim 2, Focus 1 Aim 2, Focus 2 Aim 2, Focus 3 Aim 3, Focus 2	Strategies (What we will do)	Success indicators (How we will know / What do we expect)	Who is responsible? When?	Measuring impact (How will we know it has been achieved?)
<p><b>Key goal: <i>Develop our approach to integrated learning that gives students the knowledge and skills to inquire into concepts at a deep level (understand, know, do) directly linked with specific curriculum areas (Te Ao Maori).</i></b></p> <p>1.1: To develop quality teaching and learning programmes aligned with our shared vision and HCS curriculum</p> <p>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.</p> <p>1.3: To cater learning to meet individual holistic needs across the curriculum.</p> <p>2.1: To establish and strengthen learning focused connections to strengthen relationships with people and environments.</p>	<p><b>Integration:</b> Termly School concept focus based on whakatauki. (Essential to integrate Te Ao Maori into teaching and learning)</p> <p>Planning and implementation linked with specific curriculum areas that support students to authentically understand, know and do.</p> <p>Active learning and values linked and developed with students to grow as learners.</p> <p>Focus team to lead the Integration of Aotearoa / NZ Histories Curriculum to support Te Reo learning with Social Sciences.</p> <p>Te Ao Maori: 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><b>Integration:</b> Planning and Evaluation documentation carried out of concepts that incorporate specific curriculum areas.</p> <p>Sharing and celebration of student learning in line with the concept focus. (Reflecting Understand, Know, Do).</p> <p>Evaluation of learning shows student progress of knowledge of skills.</p> <p>Students sharing the connections with their learning and Active Learning / Values.</p> <p>Retelling of Aotearoa / NZ Histories stories and events.</p> <p>Te Ao Maori: Student retelling of stories in relation Aotearoa / NZ Histories curriculum in support of Te Reo learning.</p>	<p>Integration focus group to explore Understand, Know and Do in relation to curriculum areas and lead Syndicates with identifying teaching and learning. Term 1</p> <p>Teachers to plan specific learning related to school concept focus termly. Linking values and Active Learning.</p> <p>Teachers to celebrate and share learning at a class level leading to syndicate sharing.</p> <p>Integrated team to coordinate the sharing / celebration of learning at a school level. (Student voice, teacher voice – actioning).</p> <p>Integration and TOA focus group to work with syndicates to explore the design of termly programme – Week 3 Term 1. Week 7 Term 2 and 3.</p> <p>TOA focus team to work with Neavin and cluster group on Te Reo focus (termly).</p>	<p>Teacher planning documentation and related student work – Actions from learning that lead to class, syndicate and school celebration.</p> <p>Celebrations of learning at class, syndicate and school level show direct links to concept focus alongside evidence of active learning and values.</p> <p>Syndicate / schoolwide experiences and celebrations of concept focused learning.</p> <p>Observation of Te Reo use in the wider school environment and community – retelling of local stories to support learning.</p> <p>Analysis of student Te Reo progress and achievement information for next steps</p> <p>Installation of waharoa and entrance pou.</p> <p>Successful experience and learning for students that builds on</p>



<p>2.2: To normalise and integrate Te Ao Maori within the school and wider community.</p> <p>2.3: To grow an awareness of a variety of cultures and diversity that is supported and celebrated.</p> <p>3.2: To ensure our school systems provide for, and acknowledge student opportunity and achievement.</p>	<p>Focus team to lead the Integration of Kura Ahurea specific learning, and appropriate Te Reo into teaching and learning programmes</p> <p>Implementation of schoolwide Te Ao maori plan – Te Reo, Tikanga, experiences, practices.</p> <p>Implement initiatives and development from the work carried out alongside experts and local schools with a Maori Achievement Collaboration (Michael’s input).</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>Maori students achieving success as maori throughout our school.</p>	<p>TOA focus team to support progression of Te Reo throughout the school.</p> <p>TOA focus group to lead syndicate / school experiences and sharing of learning. (Termly focus)</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 support teaching and learning – termly.</p>	<p>opportunity and leadership for our students.</p>
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## **School Level Data 2022 for 2023 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 2022 is 45% with 37% achieving above the Expected Level. This equates to 82% of students. *Note at the end of 2021 this was 84% of students.*

Our 2022 Year 3 students have 69% of students reading Above the expected level along with 48% of Year 4 students and 39% of year 5 students.

38% of our Girls and 38% of our boys are achieving above the Expected Level in Reading.

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 28% achieving above the Expected level. This equates to 80% of all students.

Our 2022 Year 1 students have 57% achieving above the expected with 33% of our Year 3 students. 28% of Year 5 students are achieving above the expected level.

Our Boys have 34% of students achieving above the expected level with 26 % of our Maori students achieving above the expected level.

#### Writing:

In 2022 there has been 28% of students achieving above the expected level and 44% of students achieving At the expected levels, this equates to 72% of all students achieving At and Above the expected levels.

28% of our Year 6 students are achieving Above the Expected Level in Writing with 38% achieving At the expected in 2022. 16% of our girls are achieving Above the expected level in Writing.

### **School Weaknesses**

#### Reading:

45% of our Year 2 students are reading below the expected level. 31% 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.

22% of our Boys, and 50% of our Pacific Island students (5 students) are achieving below the expected level in reading.

#### Writing:

Out of all students at HCS, 46% are achieving below the expected level in writing at the end of 2022. 65% of our Year 5 students, 33% of Year 6 students and 60% of Year 4 students are achieving below the Expected Level in Writing.

58% of our boys, 47% of our Maori students and 78% of our Pacific Island students are achieving below the expected level in writing.

#### Maths:

Our Year three students have 31% achieving below the expected level in mathematics with 25% in Year 4, 28% in Year 5 and 26% in Year 6 achieving below the expected level in Mathematics. Our boys have 23% of students achieving below the expected level in Mathematics. Our Maori students have 26% of students achieving below the expected level in Maths.

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

#### Literacy – School wide specific focus

##### Reading:

Our achievement of our Year 1 and 2 students reflects the requirement to develop a sound foundation in literacy. Our boys and Pacific Island students is an area for development in reading. What 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 Year 5 and Year 4 students requires attention along with our our boys and Maori students. 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?

#### Integrated Learning based on overarching concept with a lens on 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.

#### Maths (Syndicate Level Focus):

*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 and moderation with the use 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 with an aligned approach to teaching and learning.

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

*Increased focus on coming together as a collective and working on the direction of our school together through collaborative input. More time together to talk through learning at HCS.*

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

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

*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. Provide time weekly for teams to carry out actions in focus areas.*

*Explore specific learning opportunities for our students and release a teacher / engage experts – potentially 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 teaching and learning in Literacy in the senior school that aligns learning progression for our students.*

*Continue to resource Reading Recovery throughout the year. Employ another Reading Recovery teacher to support Tier 2 and 3 programme that aligns with the foundational teaching and learning at HCS.*

*Employ a part time teacher to support the BSLA practices (Tier 1 and 2) that we develop as a school to ensure our students have a sound foundation in Literacy learning.*

*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 and 2022.*

*Continue our work as part of the Maori Achievement Collaborative group to support our planning and actions to have impact for the learning of our Maori students (and all students).*

*Source and engage expertise with Te Ao Maori.*

**Note:**

**Whilst we set out our School Annual plan, we have identified the following Syndicate Focus Areas:**

- School Curriculum (Establish a sound connection for our teaching and learning with our 'Organisation for Learning'. This will enable our students to be active learners with an authentic approach that focuses on growth for our school, classes, groups and individuals) – refer to conceptual learning focus.
- Numeracy focus – Inquiry into our model of practice (How we teach Numeracy) to ensure a consistent approach across our school that provides for growth (student learning measured with LPF – moderated) within authentic learning (practical and practiced application of knowledge and strategies).
- Kura Ahurea – linked with Te Ao Maori and specific experiences and Kaupapa of our Kura linked with our local area – rigour and progression provided for each student in our school from Taumata tahi to toru.
- Health and PE – Collective understandings established and progression in Health and PE to build understanding, knowing and doing based on health literacy and empathy. Rigour and consistency of practice and learning in Physical Activity, Physical Education and Sport. Use our Wellbeing Vision to build our own and student capability - PB4L and RP systems and structures to ensure our values are to the fore with everything we do as a school.
- The Arts – Celebration of the Arts in our teaching and learning programmes.