

Hutt Central School Draft Strategic Plan 2024 - 2026

Vision Statement

Empowering our tamariki to meet the future with confidence.

Whakamanahia ngā tamariki kia tutuki ai rātou i a rātou wawata me ngā tūmanako.

Values

Respect / Whakaute,

Responsibility / Haepapa,

Resilience / Manawaroa,

Creativity / Auahatanga

Shared Vision

At Hutt Central School, we foster a love of learning. Tamariki/children are encouraged to be curious, think critically, problem-solve, and express themselves creatively. This is a place for academic and social growth where tamariki develop confidence in their own potential. Progress and achievements are acknowledged and celebrated. Kaimahi/staff model a passion for learning, which is collaborative, learner-centred, fun and engaging. We are all guided by our school values, and our commitment to “empower our tamariki to meet the future with confidence”.

Hutt Central School is our tūrangawaewae/a place of belonging for our people. We appreciate that education is a partnership and work collaboratively with our school community to create a culture of inclusiveness and whanaungatanga/close connections. We value positive relationships within our community and the unique backgrounds of our tamariki, whānau/family and kaimahi. Our people feel safe and accepted.

We are committed to Te Tiriti o Waitangi and its principles and have high aspirations for all tamariki. Te Ao Māori, including te reo/language, mātauranga/knowledge and tikanga/customs and values, are highly valued and are integrated into school life. We work with whānau and local iwi to develop a culturally responsive school environment.

When our tamariki move on from Hutt Central School, they are confident in who they are and have a love for learning that extends beyond the classroom. They take with them a kete/a basket of life-long learning skills and are equipped to be positive and constructive contributors in their community.

Goals 2024 -2026



Strategic Goals	Initiatives - What are we going to do?	Outcomes	Measurements
<p><u>Learning</u> Enhance learning progress to grow achievement</p> <p>NELP: 1.2, 2.3, 2.4, 3.6, Ka Hikitia: Te Tangata, Te Kanorautanga, Tapasa: Turu 3</p>	<ul style="list-style-type: none"> Build staff knowledge and practice to strengthen teaching and learning. Enable active learners who inquire into their learning (adults and students) Enhance our innovative local curriculum to meet and extend our learning. Focus on growth in learning to provide rigour and urgency in order to experience progress and achievement 	<ul style="list-style-type: none"> Passionate, skilled, engaged and confident educators to meet the needs of learners through their teaching practice. Students are active in their learning by demonstrating engagement and curiosity, using problem solving, and effective communication. Teachers and students use different forms of learning information (assessment) to guide their learning. Progress of learners to experience growth and success. 	<ul style="list-style-type: none"> Achievement data - Reading, Writing, Maths - Year group, groups within the school, individual students Goal setting, milestones - Specific Anecdotal notes: Classroom teacher. Professional Growth Cycle - Inquiry Link Structured Case Review and Coaching - documented with teaching goals in relation to school focus. Planning and Assessment documentation for teaching and learning.
<p><u>Connecting</u> Connect our community of learners to belong and thrive</p> <p>NELP: 1.1, 1.2, 2.3, 3.5, 4.7 Ka Hikitia: Te Whanau, Te Rangaitiratanga Tapasa: Turu 1, 2</p>	<ul style="list-style-type: none"> Build understanding and empathy towards the history, background and experiences of our place and those of others. Live our values to guide what we do in our community. Use culturally appropriate practices to include whanau in the learning of akonga. Include and involve others in learning and opportunities within and outside of our school. Explore the diversity of individuals and groups in our community and beyond. 	<ul style="list-style-type: none"> A community who understands our place and where we stand so they have a strong feeling of belonging. Authentic values are clearly demonstrated and articulated by staff and students. All students, staff and whanau can see their identity and culture valued in our school. Whanau are actively involved in the learning of our akonga. Whanau, iwi and our past, current and future community can see the contribution their voice has made in our learning, curriculum and celebration of success. 	<ul style="list-style-type: none"> Celebrations of our values - Volume of our Values Bronze, Silver, Gold reward frequency. Articulation of our school history and connection with why we do what we do at our place. Community Evaluation information Survey data, specific feedback. School celebrations / sharing of learning - one per term involving community.
<p><u>Contributing</u> Grow student and staff leadership to contribute to lifelong learning</p> <p>NELP: 1.2, 2.3, 3.5, 3.6, 3.7 Ka Hikitia: Te Tuakirirangi Tapasa: Turu 1</p>	<ul style="list-style-type: none"> Provide opportunities to lead and develop leadership practices within our kura. Students to have agency and input into the development and provision of opportunities to take on leadership of themselves and others within and beyond our school. Measure leadership practice to support learning and growth within our school. Give effect to Te Tiriti o Waitangi through the development of collective values, beliefs and assumptions and our day to day practices. 	<ul style="list-style-type: none"> Annual leadership opportunities provided to contribute collaboratively and collectively to our annual plan Students consider and contribute to the leadership of others and themselves based on our authentic values. NZCER Leadership Survey shows annual growth of leadership practices to enable progress in staff and students in the school. All staff and students have a respectful understanding of Te Ao Maori and proficiency with Te Reo Maori. 	<ul style="list-style-type: none"> Annual Leadership Survey data to inform actions- NZCER Uptake and development of leadership opportunities and practices with focus groups relating to Annual plan Celebration of Leadership growth and opportunity for our students - for themselves (agency) and for others. Te Ao Maori me Te Reo confidence and competence data.

ANNUAL PLAN 2024

GOAL 1: Learning

Enhance learning progress to grow achievement

<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Passionate, skilled, engaged and confident educators to meet the needs of learners through their teaching practice. • Teachers and students use different forms of learning information (assessment) to guide their learning. • Progress of learners to experience growth and success. 	<p>INITIATIVES:</p> <ul style="list-style-type: none"> • Build staff knowledge and practice to strengthen teaching and learning. • Focus on growth in learning to provide rigour and urgency in order to experience progress and achievement
<p>MEASUREMENTS:</p> <ul style="list-style-type: none"> • Achievement data - Reading, Writing, Maths - Year group, groups within the school, individual students • Goal setting, milestones (shared vision link) - Specific Anecdotal notes: Classroom teacher. • Professional Growth Cycle - Inquiry Link Structured Case Review and Coaching. - documented with teaching goals in relation to school focus. • Planning and Assessment documentation for teaching and learning. 	

KEY ACTIONS	ACCOUNTABLE / WHO:	MONITORING / WHO:	RESOURCES:	COMPLETED BY:
Professional Learning and Development: Literacy Teaching and Learning development.	Literacy Leader	Deputy Principal	Term one PLD hours - Kerri from Massey University Release time - Syndicate Team released for day in Term 1.	PLD Completed Term 1 Consolidation of practice Term 1,2,3
Assessment procedures and processes carried out and implemented.	Literacy Leader and Syndicate Leaders.	Deputy Principal	Procedure documentation Kerri (Massey University) BSLA facilitator Release time for Leaders Staff Meeting time - moderation link	End Term 1: procedures developed Teachers implementing Term 2-4
School and Syndicate teaching and learning practices agreed, documented and carried out.	Syndicate Leaders	Deputy Principal	Local Curriculum document Best Practice Literature Kerri (Massey University) Staff Meeting time for collaborative input.	End Term 2: procedures developed To be implemented Term 3 and 4

Goal 1 - Learning - Action planning

Enhance learning progress to grow achievement

	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?)
Professional Learning and Development: Literacy Teaching and Learning development.	<p>Kerri - replacing Johnna (Massey University) working with us Term 1</p> <p>Link our process of learning with Literacy - Authentic context</p> <p>Student agency in literacy - strengthen connection between reading and writing</p>	<p>Teaching and Learning process of learning includes the foundational language learning.</p> <p>Implementation of system and documentation for student goal setting and related specific feedback.</p> <p>Authentic teaching and learning carried out in core areas.</p>	<p>DP - Term 1</p> <p>Classroom Teachers - Termly</p> <p>Classroom Teachers - Termly</p>	<p>Goal setting, milestones (shared vision link) - Specific Anecdotal notes: Classroom teacher.</p> <p>Professional Growth Cycle - Inquiry Link Structured Case Review and Coaching. - documented with teaching goals in relation to school focus.</p>
Assessment procedures and processes carried out and implemented.	<p>Collaboratively decide on the most appropriate / valuable assessments for learning in: Reading Writing Maths</p> <p>Consider our timeframes and use of assessments to inform our OTJ for teaching and learning</p> <p>Moderation of assessments to ensure consistency across school</p> <p>Review reporting to parents</p>	<p>Appropriate assessment tools identified to consider student learning in each of the core areas.</p> <p>Assessment schedule developed with specific timeframes.</p> <p>Moderation process carried out at syndicate and school level for core areas.</p> <p>Report criteria amended to reflect specific learning, progress and ability.</p>	<p>LT to lead with input from teachers - TOD Term 1</p> <p>Termly - Syndicate leaders and Classroom teachers</p> <p>Leadership team - Term 2, Term 3 (ready for Term 4)</p>	<p>Achievement data OTJ linked with triangulation of data - Reading, Writing, Maths - Year group, groups within the school, individual students</p> <p>Reporting of student learning with whanau as per our cycle: March, July, December.</p>
School and Syndicate teaching and learning practices agreed, documented and carried out.	<p>Collaborative exploration of the process (expectation) for teaching and learning documented and implemented in Reading Writing Maths</p> <p>Collaborative planning - consistency for learning</p>	<p>Teaching and learning process documented in each of the core areas.</p> <p>Collaborative planning carried out at school and syndicate level</p> <p>Teaching programmes have consistent approach across the school.</p>	<p>TOD, Term 1- LT and Classroom teachers</p> <p>Termly as part of CRT day</p> <p>Classroom teachers - ongoing</p>	<p>Planning and Assessment documentation for teaching and learning.</p> <p>Practice Analysis conversations.</p>

GOAL 2: **Connecting**

Connect our community of learners to belong and thrive

	<p>INITIATIVES:</p> <ul style="list-style-type: none"> Build understanding and empathy towards the history, background and experiences of our place and those of others. Live our values to guide what we do in our community. Use culturally appropriate practices to include whanau in the learning of akonga.
<p>OUTCOMES:</p> <ul style="list-style-type: none"> A community who understands our place and where we stand so they have a strong feeling of belonging. Authentic values are clearly demonstrated and articulated by staff and students. All students, staff and whanau can see their identity and culture valued in our school. 	<p>MEASUREMENTS:</p> <ul style="list-style-type: none"> Celebrations of our values - Volume of our Values Bronze, Silver, Gold Articulation of our school history and connection why we do what we do at our place.

KEY ACTIONS:	ACCOUNTABLE / WHO:	MONITORING / WHO:	RESOURCES:	COMPLETED BY:
Organise local area connection visits that extends to whanau and iwi to connect our area with our school.	Michael with Iwi	Leadership Team	Staff, transport and Iwi Whanau and student hikoi Local area resource documentation and photos	Staff: TOD Term 1 Student and Whanau: Term 1 picnic Classroom follow up Term 1-2
Staff Inquiry into Universal Design for Learning (UDL) with schoolwide systems and structures linked through values.	Syndicate Leaders	Deputy Principal	Teaching for Positive Behaviour, Tracey Rohan - RTL support. Values and PB4L Framework. RTL support.	Term 3
Implement cultural competencies aligned with Tataiako and Tapasa.	Teaching staff	Principal, Deputy Principal	Tataiako Tapasa ESOL resources	Tataiako Term 2 - 3 Tapasa Term 3 - 4

Goal 2 - Learning - Action planning

Connect our community of learners to belong and thrive

	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><i>Organise local area connection visits that extends to whanau and iwi to connect our area with our school.</i></p>	<p>Local area Van tour - 30 January alongside local schools (ANZ Histories linked)</p> <p>Extend to whanau group - meet on the foreshore? (link prior whanau with current)</p> <p>Visual representations in our school - tomokanga / waharoa, pou. Photos, stories shared.</p>	<p>Staff and students able to share the stories of our local area</p> <p>Teaching and learning in ANZ Histories linked with local stories</p> <p>School pepeha articulated through local area.</p>	<p>Term 1, Turangawaewae focus. LT and Classroom teachers</p> <p>Te Ao Maori team to work with Whanau group</p> <p>Classroom teachers - pepeha</p>	<p>Professional Growth Cycle - Inquiry Link. Structured Case Review and Coaching. - documented with teaching goals in relation to school focus.</p> <p>Planning and Assessment documentation for teaching and learning.</p>
<p><i>Staff Inquiry into Universal Design for Learning (UDL) with schoolwide systems and structures linked through values.</i></p>	<p>Our schoolwide vision / aspiration for UDL linked with PB4L - support us to implement in class programmes, systems and structures</p> <p>Induction required for current systems and structures</p> <p>PLD available to grow us - RTLB / Restorative / PB4L led</p>	<p>Classes are an inclusive, supportive learning environment with caring relationships based on values.</p> <p>Learning encourages reflection, to set goals and reflect to manage student learning.</p> <p>Social behaviours promote cooperative and shared learning.</p> <p>Students are offered choice and support to explore many opportunities in learning.</p>	<p>Classroom teachers - Term 1 set up Term 2 systems etc</p> <p>LT team to lead growth in UDL - Termly.</p> <p>Classroom teachers ongoing</p>	<p>Goal setting, milestones (shared vision link) - Specific Anecdotal notes: Classroom teacher.</p> <p>Planning and Assessment documentation for teaching and learning.</p> <p>Class culture and climate - student engagement and motivation in learning.</p>
<p><i>Implement cultural competencies aligned with Tataiako and Tapasa.</i></p>	<p>PLD / Exploring of documents - unpack for our context.</p> <p>Ensure the context is authentic for us to develop / implement.</p> <p>Our aligned practices for our school.</p>	<p>Teachers carry out culturally responsive practices</p> <p>Teachers able to connect their practice with competency of Tataiako / Tapasa</p> <p>Teaching programmes have consistent approach across the school.</p>	<p>Term 2 to explore documents - LT to lead</p> <p>Classroom teachers - ongoing implementation</p>	<p>Professional Growth Cycle - Inquiry Link Structured Case Review and Coaching. - documented with teaching goals in relation to school focus</p>

GOAL 3: Contributing

Grow student and staff leadership to contribute to lifelong learning

	<p>INITIATIVES:</p> <ul style="list-style-type: none"> • Provide opportunities to lead and develop leadership practices within our kura. • Students to have agency and input into the development and provision of opportunities to take on leadership within and beyond our school. • Measure leadership practice to support learning and growth within our school. • Give effect to Te Tiriti o Waitangi through the development of collective values, beliefs and assumptions and our day to day practices.
<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Annual leadership opportunities provided to contribute collaboratively and collectively to our annual plan • Students consider and contribute to the leadership of others and themselves based on our authentic values. • All staff and students have a respectful understanding of Te Ao Maori and proficiency with Te Reo Maori. 	<p>MEASUREMENTS:</p> <ul style="list-style-type: none"> • Annual Leadership Survey data to inform actions- NZCER • Uptake and development of leadership opportunities and practices with focus groups relating to Annual plan • Celebration of Leadership growth and opportunity for our students - for themselves (agency) and for others. • Te Ao Maori me Te Reo confidence and competence data.

KEY ACTIONS:	ACCOUNTABLE / WHO:	MONITORING / WHO:	RESOURCES:	COMPLETED BY:
Te Reo staff Professional Learning and Development through Te Ahu o Te Reo.	Individual Staff	Michael	Te Ahu o Te Reo	Termly workshop / online modules finished by End of Year
Staff Leadership opportunities linked with Annual plan and school focus areas.	Leadership team	Michael, BOT	Annual Plan focus Areas Specific Curriculum focus (e.g. Literacy) Contributing to our Learning Community - Specific responsibilities / organisation procedure. Leadership theory and literature.	Term 1 Leaders established Termly focus with leadership of groups. Ongoing Leadership Development with Wider Leadership team.
Student leadership opportunities developed across the school Student personal involvement in decision making for their learning.	Syndicate Leaders Teaching Staff Students	Deputy Principal	Student agency literature. Levels of Perspective - Kim.	End of Year (Termly evaluation)

Goal 3 - Learning - Action planning

Grow student and staff leadership to contribute to lifelong learning

	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>Te Reo staff Professional Learning and Development through Te Ahu o Te Reo.</p>	<p>Te Ahu o te Reo PLD for us as individual staff - differentiated provision of learning</p> <p>Study group support system</p> <p>Use of conversational Te Reo in our classrooms and teaching and learning with our students - time for this to make 4B as a school.</p> <p>Kura Ahurea connection with Purakau, Waiata, Toi, Te Reo.</p>	<p>Te Reo integrated in daily teaching and learning programme</p> <p>Specific Te Reo taught in targeted learning sessions.</p> <p>Kura Ahurea linked with integrated learning</p> <p>Consistent teaching and learning of Te Reo / Te Ao Maori for 3 hours per week</p>	<p>Individual staff members - 14 week programme and two weekend days - online.</p> <p>Classroom teachers and LT to promote, model and plan.</p> <p>Syndicate and school wide opportunities - ongoing - weekly system.</p>	<p>Student recall of local stories.</p> <p>Use of incidental Te Reo in the classroom and playground</p> <p>Teacher use of Te Reo in conversation with staff.</p> <p>Planning for Kura Ahurea programme in class and syndicate.</p>
<p>Staff Leadership opportunities linked with Annual plan and school focus areas.</p>	<p>Identify focus areas - start of year</p> <p>Staff strengths and passions identified and linked through system to explore with students</p> <p>Visiting other schools - linked with available time.</p>	<p>Individual staff members leading focus groups in identified areas.</p> <p>Staff leadership growth action is evidenced with actions when leading focus groups.</p> <p>Staff leading groups of students in areas of interest / passion.</p>	<p>Set up with LT and WLT Term 1.</p> <p>Alternate weeks for leadership growth focus - LT and WLT</p> <p>Contributing to our learning community - termly</p>	<p>Leadership of focus groups</p> <p>Annual plan update and progress review</p> <p>Timetabling of opportunities for students.</p>
<p>Student leadership opportunities developed across the school</p> <p>Student personal involvement in decision making for their learning.</p>	<p>Student voice gathered to explore opportunities for leadership.</p> <p>Opportunities for students to take ownership of their learning</p> <p>Student lead related to PB4L / social stories</p> <p>System to welcome students and care for them.</p>	<p>Student identification of leadership opportunities in the school</p> <p>Student responsibility explored to take on the leadership of particular initiative for other students - values link.</p> <p>Students articulating their decision making in relation to their learning</p> <p>All students welcomed and supported through their transition to school</p>	<p>Team of teachers to lead students - Term 1</p> <p>Termly opportunities - students supported by teaching team</p> <p>Classroom teachers - ongoing development of agency with students.</p> <p>Term 1 then ongoing - LT team to lead.</p>	<p>Record of student leadership opportunities carried out.</p> <p>Student report - sharing of opportunities taken on.</p> <p>Student's making choices in their learning based on goals and next steps.</p> <p>School korowai - embracing new students.</p>