

HIKUIAI SCHOOL

2024 - 2026

SCHOOL CHARTER

24 School Road, Hikuai RD1, 3579
Principal - Rachell Leitch
Board Chair - Stacey Clarke



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INTRODUCTION

Our Vision Statement

Hikuai School is nestled below the majestic Coromandel Pinnacles. For over a century the Pinnacles have been used within Hikuai School as symbolism for aspiration, success, and achievement. It comes as no surprise then that we continue to uphold the Pinnacles as an exceptionally significant place in the lives of all who attend Hikuai School in 2024



An essential part of the Hikuai School culture is the school vision statement which weaves through every facet of school life.

“Striving towards my pinnacle”

This statement reflects the learning journey every person here at Hikuai School embarks on. Pupils and staff alike set themselves goals. They carefully plan and create stepping stones which show progressive achievement in their journey towards their personal success.

The Board of Trustees also use this vision statement when planning for the success of the school as a single entity.

The Totara Tree and the Totara Values



Set within the Hikuai School grounds are two majestic totara trees well over a century old. The totara tree has become the identifying symbol of Hikuai School. In ancient times huge Maori waka capable of carrying a hundred warriors were often hollowed out from a single totara log. The warriors lived by a code that made them physically strong and knowledgeable about the art of war. Today the Totara trees within our grounds symbolize the waka for our Hikuai whanau, but rather than carrying warriors ready for war it now carries young warriors who seek out knowledge, wisdom and strength. Those traveling in our waka live by and use the following Totara Values:

Trustworthy, Organised, Thoughtful, Aware,
Respectful & Resilient, Ambitious

School Mission Statement

Our school mission statement, just like the mighty Pinnacles and majestic totara tree, has stood the test of time. It remains a declaration of our purpose and has remained unchanged for many years. It is both the driving force behind the direction our school chooses to take *and* the internal anchor that keeps us steadfast to our values and beliefs.

“Together we will create a stimulating environment that will support each learner to reach their pinnacle, encouraging them to take responsibility for their own attitude toward learning and to make a difference.”



The mission statement was conceived through the unifying of four clearly identifiable and honourable principles:

Hikuai School is a place...

- With a real family atmosphere
- Where we respect ourselves, others and the environment
- Where we work towards our pinnacle
- Where we are encouraged to make a difference

We have valued and lived by these principles and will continue to do so in the future.



The School

Hikuai School is a vibrant and beautiful rural school set not too far from the banks of the Tairua River and is overlooked by the Pinnacles. The school has been serving the educational needs of children from the greater Hikuai, Tairua and Pauanui areas since 1897.

We are a full primary school catering for children from year zero through to year eight. In 2024 we have two main classrooms and a satellite space operating. Te Wahapū serves the junior school. Te Awa caters for the middle school, years three and four and Te Maunga satellite space used for the senior classroom, years five to eight. Te Awa and Te Maunga use a collaborative teaching model in 2023 to provide more small group opportunities and active support for students developing independent learning skills. We emphasize the benefits of smaller class sizes with numbers often ranging from twelve to twenty five.



As a school we continue to accentuate the importance of quality teaching and our talented teaching staff reflect this commitment. Laura Van Leeuwen is our junior school teacher, has many years teaching experience and experience as a resource teacher of learning and behaviour as well as being a learning support coordinator. The school uses a mixture of “Learning through play” and a more traditional model for our junior learners. Mr Thomson, our middle school teacher is an amazing artist and an exceptionally talented and accomplished road cyclist who competes in many races throughout the year. Mrs Leitch is our principal and senior reading and maths teacher and is a singer and dance teacher who loves the great outdoors.

Inspired teachers create inspired children and Hikuai School seeks to develop academic success.

The important idea behind this is that we give our students the best foundations for future success with many going on to greater honours at their respective high schools and universities.

Alongside academic success we encourage our children to seek engagement and success in their chosen areas of sport and the arts.

Hikuai students have long participated in the local sports clubs. As a result we not only ensure our students are offered multiple opportunities to develop skills in the sports they are passionate about, but also in sports that may be more unfamiliar to them.

We have a well maintained environment that includes a range of surfaces for both sports development and play. Our annual sporting events include school swimming sports, athletics, hockey, football tournaments, triathlon races and cricket zone days and cross country. We encourage our community to get involved and share their skills with our learners.

The arts, both visual and performance, play an important role in the development of our students. Our annual art week runs in conjunction with our school’s annual pet day. Every third year, the whole school, staff, pupils and parents, create and perform their own school-wide production. We are developing skills in school waiata and kapa haka with our teachers actively weaving components of the arts curriculum throughout all subjects allowing the students many opportunities to develop and experience this subject consistently throughout the academic year. We have a wonderful school library that is well-used by all the children.

As students reach the senior classroom their opportunity to explore the technology curriculum increases. We will provide our seniors with technology learning, based on their specific needs. In 2024 we continue to look at new options for student management of their own unique e-portfolio, giving our tamariki the opportunity to explore and share with confidence their learning.

2024: Our local "Rural Life Learning" curriculum development aspires to meet the needs of our community. It is unique to our local context and takes into consideration our community voice, local area and history. It responds to the priorities of our community and is designed to realise the potential of all learners.

Our curriculum is a living document that will continue to grow through robust evaluation. Our curriculum is informed by a future-focused lens, evidenced-based teacher practice and innovative teaching and learning philosophies. It encapsulates the direction in which the school vision is being realised and represents The New Zealand Curriculum.

In 2023 ERO provided us with an initial report and will be checking in under the new framework with our next review in three years time.

The Community

Hikuai School services the educational needs of three unique areas. Pauanui, a purpose-built holiday town, now has a thriving permanent community. Hikuai, a small, rural community that has a strong agricultural and horticulture base along with a colonial and gold mining history. Tairua is a picturesque holiday town which was settled in the late 19th century due to large kauri timber stocks and gold prospecting.



Due to the location, the population in the greater area can often have a transient nature about it, resulting in school roll fluctuations.

The school itself has strong relationships with many groups and organizations within these areas, with many parents being members of the local coastguard and fire service. Pauanui Preschool in particular has always had a special relationship with Hikuai School for its students have progressed on to Hikuai School.

Hikuai School has always had strong community support in the form of parent participation with many whanau members performing considered acts of service for the school, from volunteering time in the classrooms, to managing sports teams. Parental involvement has always been valued and is always encouraged as part of the three-way nature of the school relationships – teacher, child, parent (whanau). Consultation with whanau is vital in formulating future strategic plan and curriculum design. Constructive surveys and whanau hui help to build these strong whanau values and ties.

Te Tiriti o Waitangi

Hikuai School actively acknowledges and embraces the principles of partnership, protection, and participation as established within the Treaty of Waitangi. To meet these principles our actions include, but are not limited to, the following:



- Nga tikanga Maori through, powhiri, karakia, whaikorero, waiata, kapa haka, tuakana/teina, poroporoaki, pepeha, whakapapa, haerenga noho marae.
- Use of te reo me o nga tikanga Maori, he kai o te rangatira mo apopo.
- Classroom teachers use Ka Hikitia and Tataiako as documents that assist their professional development.
- Principal reports to the BOT on Maori student achievement throughout the course of the year.

Board of Trustees

The Board of Trustees comprises four parent representatives which can include elected, appointed and co-opted members plus the principal and staff trustee.

The Board will send an electronic copy of the school charter to the Ministry of Education by 1st March 2024.

The Board is committed to implementing the school vision and goals.



STRATEGIC SECTION

2024-2026

The Charter, Charter Review and Community Consultation

This Charter has been developed within an annual vision for 2024. A comprehensive consultation is now set for 2024 to develop the next three year cycle. It guides the implementation of a balanced and effective curriculum which has school-wide consistency. It ensures the use of current assessment practice to ensure improved student achievement. These are our priorities and they reflect the National Education Guidelines and the aspirations of our local community. It is the goal of the Board of Trustees to survey the community every year. Through the Rongohia te Hau survey tool as part of our cultural capabilities professional development. We encourage our parent community to be involved in the school's vision for learning. Each year we take the feedback and ideas collated from our survey and outline our curriculum vision. For 2024 we continue to develop our Rural Life Learning point of difference through our localised curriculum.

Policies and Procedures

The Hikuai School Policy Framework is a stand-alone document that provides transparency and consistency of the framework in which the Board operates. The Hikuai School Policy Framework is reviewed every three years, with the board, staff and principal having the opportunity for input on any significant changes that are proposed. Appropriate advice is sought during the review process when there are wider considerations such as cultural, health, legal, and community etc. to include. In 2021 a full review of school policies and related procedures was completed by the BOT. Policies are now on individual review cycles of 2-3 years.

Work Safe at School

Hikuai School will be guided by its Health and Safety Policy and relevant procedures. The Board is committed to providing a safe workplace for both the staff and students. The school uses a "Hazards Register" which guides the Board to look at all aspects of the school environment and how it can make it a safer place along with regular health and safety meetings that take place every month. The Board works to ensure that the school meets all aspects of the Health & Safety at Work Act (2015).

Financial Planning

Hikuai School will continue to base its financial decisions in partnership with Education Services and be guided by its financial management policies. Where possible, the annual budget will fit within the following parameters:

- Learning Resources: 30 - 35% (*Emphasis will be on resources that support the annual goals*)
- Professional development: 0-5% (*Fifty percent of which will be used to support annual goals*)
- Administration: 40%
- Property: 25-30%
- Capital Purchase: 5% - 10%
- Locally raised funds: 20% - 30% (*Of total operational expenditure*)

The SEG/TFEA funding will continue to be used to fund resources for children who require learning support and gifted and talented students. Money raised through fundraising will be used to meet costs associated with implementing priorities in the strategic development plan. The school has joined the school donations scheme.

Property

Hikuai School will continue to meet its obligations and be guided by its property policy and relevant procedures when maintaining the school assets. The Board is committed to its 10 year Property Plan and the implementation of the 5 Year Property Plan. The 10YPP and 5YA are due to be reviewed in 2023/ 2024

Student Engagement for 2024

Analysis of the achievement progress at the end of 2023 has identified the following priorities to be developed in 2024:

- Writing: This will be our whole school professional development focus working with Alison Davis and RTLit structured Literacy.
- Boys writing progress will be monitored and priority pupil plans will track actions, evidence and progress.
- Better Start Literacy will continue to be a priority in our Year 0-3 cohort with the writing component further developed in 2024.
- Continued Development with regard to Student Agency using student-led inquiry practices.
- Rural Life Learning: Continued development of a localised curriculum which embraces authentic learning experiences, and captures the unique makeup of the local environment, its people and community.

Strategic Plan



<p>Strategic Goal One Raised student achievement through quality teaching both inside and outside the classroom</p>	<p><i>As learners we show and value confidence, responsibility and collaboration to solve problems by taking risks and doing our best to succeed.</i> <u>Descriptor:</u> This strategic goal relates to raising student achievement across all ethnic/age/gender groups within the school, and will comprise a number of strategies that focus in particular on raising the achievement of our priority learners.</p>		
<p>2024</p>	<p>2025</p>	<p>2026</p>	
<p>Target Pupils:</p> <ul style="list-style-type: none"> Continue to review and monitor targeted acceleration of learning outcomes for Māori, Pasifika and other priority cohorts as required Initiate a continuum of innovative and effective practice in Literacy at Hikuai School <p>Professional Development:</p> <ul style="list-style-type: none"> Sustain and review writing programmes.- carried over from 2023 Continue to work alongside the Coromandel Kahui Ako support teachers in Literacy and Cultural Capabilities.-carried over from 2023 Further incorporate support programmes in teacher practice- Y0-3 Better Start/Structured Literacy.Phonics learning targeting specific older pupils. Rainbow Writing and the Big Write programme Yrs 3-8 	<p>Target Pupils:</p> <ul style="list-style-type: none"> Continue to review and monitor targeted acceleration of learning outcomes for Māori, Pasifika and other priority cohorts as required Continue to develop a continuum of innovative and effective practice at Hikuai School <p>Professional Development:</p> <ul style="list-style-type: none"> Further develop support programmes in teacher practice- Better Start/ Structured Literacy and Phonics learning Continue to work alongside the Coromandel Kahui Ako support teachers for priority needs as shown in our data. 	<p>Target Pupils:</p> <ul style="list-style-type: none"> Continue to review and monitor targeted acceleration of learning outcomes for Māori, Pasifika and other priority cohorts as required Continue to develop a continuum of innovative and effective practice at Hikuai School <p>Professional Development:</p> <ul style="list-style-type: none"> Incorporate support programmes in teacher practice- Structured Literacy and Phonics learning. Continue to work alongside the Coromandel Kahui Ako support teachers for priority needs as shown in our data. 	

<p>Strategic Goal Two Raised student achievement through creating partnerships between the Board of Trustees, community and teachers.</p>	<p><i>We communicate respectfully together as a community by sharing and celebrating ideas, opinions and contributions.</i> <u>Descriptor:</u> This strategic goal involves creating an environment where the learners, staff, whanau and community of Hikuai School are encouraged to engage and collaborate with the school. The strategy also encompasses a strong focus on making meaningful connections between the school's staff, students and family/whanau.</p>		
<p>2024</p>	<p>2025</p>	<p>2026</p>	
<ul style="list-style-type: none"> Have whānau, alongside teachers leading learning and consultation with various parent groups such as Maori & Pasifika. Review and improve practices to consult with various parent groups such as Maori & Pasifika. Continue to develop real time reporting tools. 	<ul style="list-style-type: none"> Have whānau, alongside teachers leading learning and consultation with various parent groups such as Maori & Pasifika. Continue to build connections with local community organisations to enhance learning outside of the classroom. Evaluate real-time reporting. 	<ul style="list-style-type: none"> Have whānau, alongside teachers leading learning and consultation with various parent groups such as Maori & Pasifika. Evaluate whānau consultation processes Evaluate our practices and continue to build connections with local community organisations to enhance learning outside of the classroom 	



<p align="center">Strategic Goal Three</p> <p align="center">Raised student achievement through future focused learning accessible to all</p>	<p>We build open, collaborative, relationships within the school community by being safe, inclusive and respectful to each other.</p> <p><u>Descriptor:</u> This strategic goal involves preparing the students of Hikua School with the skills and knowledge that they will need to adapt and succeed as fully fledged members of society, and creating an environment where all staff and parents support their learning needs to attain these skills and capabilities, irrespective of circumstance.</p>		
<p align="center">2024</p>	<p align="center">2025</p>	<p align="center">2026</p>	
<ul style="list-style-type: none"> ● Evaluate and monitor best teaching practices for Multi-level and future-focused classrooms. ● Evaluating curriculum. ● Embed best teaching practices for Multi-level and future-focused classrooms. 	<ul style="list-style-type: none"> ● Develop an implementation plan for Multi-level/MLE and future-focused classrooms. ● Evaluating curriculum. ● Embed best teaching practices for Multi-level and future-focused classrooms. 	<ul style="list-style-type: none"> ● Continue to develop an implementation plan for Multi-level and future-focused classrooms. ● Evaluating curriculum. ● Continue to embed best teaching practices for Multi-level and future-focused classrooms. 	

<p align="center">Strategic Goal Four</p> <p align="center">Implementation of Positive Behaviour for Learning School Wide</p>	<p>Together we create a physical and emotional environment that nurtures confident learners and reflects the diversity of our community.</p> <p><u>Descriptor:</u> This strategic goal encourages positive and respectful behaviour throughout the entire Hikua School Community and includes strategies to promote respect and understanding among staff, parents and students for all cultures and cultural sensitivity when dealing with behavioral issues.</p>		
<p align="center">2024</p>	<p align="center">2025</p>	<p align="center">2026</p>	
<ul style="list-style-type: none"> ● Developing PB4L strategies within our school community to assist children in the playground through PB4L initiatives. ● Continue to build consistent PB4L Tier 1 practices with all staff. ● Continue to evaluate systems and structures for effective PB4L implementation. 	<ul style="list-style-type: none"> ● Developing PB4L strategies within our school community to assist children in the playground through PB4L initiatives. ● Continue to build consistent PB4L Tier 1 classroom practices with all staff. ● Continue to evaluate systems and structures for effective PB4L implementation. ● Evaluating and Monitoring Tier 1 processes including restorative practice and building on. 	<ul style="list-style-type: none"> ● Monitor PB4L Tier 1 and Tier 2 practices. ● Evaluating PB4L school-wide and community-wide. 	



ANNUAL GOALS SECTION 2024

The annual section outlines our annual aims, objectives, targets, planned actions and resources to achieve the outcomes we have set for your students.

Implementation of Strategic Aims 2024

Strategic Goal One

Raised student achievement through quality teaching both inside and outside the classroom

Objective A:

To monitor and lift student achievement in writing.

Rationale:

The 2023 data shows that 23.5% (8/33) pupils need further support to be at level in writing.

Baseline data: Writing data was collected at the end of 2023.

2023 End of Year data showed

76.5% (25) At or Above
20.6% (7 pupils) Below
2.9% (1 pupil) Well Below

Annual Aims:

Developing wholeschool effective teaching practice specifically focusing on data driven priorities.

Targets:

For our 8 priority pupils below to make more than 1 year's shift in writing.

Actions/Practices	Led By:	Budget/Resources	Timeframe	Monitor Progress	Intended Outcomes
<p>BSLA writing programme to be incorporated into our Year 0-3 programme.</p> <p>Rainbow Writing and the Bog Write programme to be incorporated into Y3-8</p> <p>CoL to continue to support staff in the development of structured literacy programmes.</p> <p>RTLit engaged to provide phonics programme access to phonics texts and delivery training</p> <p>Priority pupil plans established and regularly monitored - every five weeks.</p> <p>RTLit to support learning and behaviour.</p>	<p>Laura- classroom practitioner</p> <p>Mark- classroom practitioner</p> <p>Alison Davis</p> <p>Ange Nation to facilitate</p> <p>Staff to initiate and maintain Priority Pupil Plans</p> <ul style="list-style-type: none"> Short term goals Actions Evaluation Next steps 	<p>University of Canterbury</p> <p>Literacy progressions</p> <p>Kid speak progressions</p> <p>Using "kidspeak" literacy progressions</p> <ul style="list-style-type: none"> Big Write programme VCOP Rainbow writing Pobble 365 Literacy Shed Phonics programme VAMP programme for specific pupils. RTLB support RTLit support 	<p>Term 1: Term 4 data to be used as a starting point for 2024 pupils</p> <p>Term 1 All new 2024 pupils and new entrants to have initial assessments completed as per the Hikuai School Assessment Calendar.</p> <p>Term 1-4 Continued work with Ange Nation RTLit for phonics based programmes.</p> <p>Term 1-4 Continued work through our kahui ako, developing effective practice in reading and writing.</p> <p>Initial Assessment as per assessment schedule to be updated by Wk 6 of Term One.</p>	<p>Progress will be monitored termly, including but not limited to:</p> <ul style="list-style-type: none"> Formal: e-asTTle T 2 and 4 Informal: Writing samples assessed using the COL writing progressions T1 and 3 Formative, weekly classroom learning samples 	<p>Accelerated progress of more than a year for priority learners.</p>

<p>Objective B: To monitor the achievement of maths for female pupils at Hikuai School</p> <p>Rationale: To support specific pupils achieving below expected level.</p>		<p>Baseline data:</p> <p>2023: 3 pupils assessed as above at mid year were assessed as at end of year- investigate. 4 female pupils assessed as below in maths end of 2023. 2x Y3, 1x Y4 and 1xY5</p>			
<p>Annual Aims:</p> <ul style="list-style-type: none"> To analyse student achievement and develop an understanding of how to use PAT and e-asTTle data to inform practice. To accelerate the numeracy strategy acquisition of girls at Hikuai School. 		<p>Targets:</p> <p>Maintaining the Maths progress and achievement for the year 3 cohort. 3 Specific female pupils to achieve stage 5 numeracy by the end of 2024. 4 Specific female priority pupils to achieve more than a year's progress in maths.</p>			
Actions/Practices	Led By:	Budget/Resources	Timeframe	Monitor Progress	Intended Outcomes
<p>Analyse data school-wide and check GLOSS specifics with our 3 specific pupils.</p> <p>Contact whānau of priority students.</p> <p>Develop priority pupil plans. Team meeting to identify which students need acceleration and what the plan looks like. Assessment and targets established by teachers.</p> <p>Choose assessment tools that will gauge achievement.</p> <p>Evaluate shifts using priority pupil plans.</p> <p>Change programmes and students accordingly. Continue to monitor and assess progress.</p> <p>Discuss with colleagues, ways to lift achievement using 'open to learning' conversations.</p> <p>Report to board Report back to the board at the end of year and make new targets.</p>	<p>Lead- Rachell</p> <p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Rachell Rachell</p>	<p>As needed.</p> <p>CoL across schools Maths support.</p> <p>RLTB intervention</p> <p>Google Documents set up to track priority pupils</p> <ul style="list-style-type: none"> JAM GLOSS e-asTTle maths Numeracy progressions <p>Team Teaching Rooms 4&5 Target numeracy small group teaching Mixed groups strand and problem solving</p>	<p>Term One</p> <p>Term 1</p> <p>As needed</p> <p>Twice termly</p> <p>As per assessment calendar</p> <p>Term 1-4</p> <p>End of Term Two</p> <p>End of Term Four</p>	<p>Progress will be monitored through use of our Priority pupil plans with review at mid and end each term.</p> <p>All pupils below and well below will be monitored on the schoolwide tracking document.</p> <p>Goal setting terms 1 and 3.</p> <p>Mid and end of year reports to parents Terms 2 and 4</p> <p>Real time reporting on goals, providing evidence towards progress on Class Dojo student portfolios.</p>	<p>Accelerated progress of more than a year for priority learners.</p>

Strategic Goal Two

Creating partnerships between the Board of Trustees, community and teachers to raise student achievement

Objective A:

Improve and build learning-focused relationships with our community providing opportunities for whānau to share their knowledge with akonga.

Rationale:

Having strong relationships with whānau helps to improve student achievement

Annual Aims:

Parents are welcomed and valued as learning partners
Evidence shows that parents are an intrinsic part of learning success.
Strong learning relationships are built with all whānau, in particular, with whānau whose students are at risk.

Targets:

To have whanau response in always and often for 2024.
To have Maori pupil data in often and always for 2024

2023 Baseline data: Rongohia te Hau survey : 7) Whanau are provided with opportunities to share their knowledge and experience with the school

Term 4 Maori whanau data 2023

Always: 50%

Sometimes: 50%

Term 4 non Maori whanau data 2023

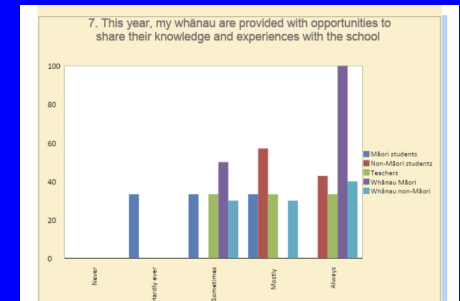
Always: 40%

Often: 30%

Sometimes: 30%

Term 4 Maori pupils data 2023

33% mostly, 33% sometimes and 33% Hardly ever - perception here needs to change.



Actions/Practices	Led By:	Budget/Resources	Timeframe	Monitor Progress	Intended Outcomes
<p>Active promotion and invitation to attend hui and assembly.</p> <p>Termly sharing of learning.</p> <ul style="list-style-type: none"> Student conference and goal setting Matariki evening School production Market Day <p>Regular use of the school app- Class Dojo- to share goals and learning progress- real time reporting tools to improve and build learning focused relationships with our community.</p> <p>Involvement in local events and service</p> <ul style="list-style-type: none"> Music Picnic at the Point Kapa Haka Dune planting Beach clean up Kindy Crew Pauanui Preschool visits Trees for Survival <p>Including parents in the newsletter with testimonials, photos of their work or hobbies to inspire akonga.</p>	<p>Rachell- Principal Mark- Support Laura Support</p> <p>Brandon Amoamo to support with iwi connection</p> <p>Mark: Bush Skills: Continue to build connections with parents and local community organisations to enhance learning outside of the classroom.</p>	<p>Class Dojo Student Portfolios 2022 Posting goals and evidence for 1 goal each term as part of shifting our reporting focus.</p> <p>Parents invited and encouraged to be a part of the learning for:</p> <p>Inquiry Sports Technology Tikanga Maori Local events Careers Kindy Connection</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly/Ongoing</p>	<p>Sharing actions with the community through our newsletter.</p> <p>Whanau survey term 4 to compare yearly data.</p> <p>Regular check-ins with staff.</p> <p>whānau participation.</p> <p>Feedback from community organistaions</p>	<p><i>Increased student achievement through successful, purposeful learning relationships with whanau and our community.</i></p> <p><i>Increased whanau connection tracked through Rongohia te hau survey data</i></p>

Strategic Goal Three

Future focused learning accessible to all

Objective A:

Develop relevant and engaging **local curriculum design** that provides the opportunity for students to make decisions with regard to their learning.

Rationale:

Our localised curriculum needs to reflect our school vision, values and our unique position in Aotearoa.

Annual Aims:

To develop teacher 's ability to collaborate around student learning.

Targets:

To have student response in always and mostly for 2024.

Baseline data:

Rongohia te Hau survey, question 10: This year, in my classes, I have opportunities to make decisions about my learning.

Term 4 Maori pupil data 2023

Always: 18%

Mostly: 76%

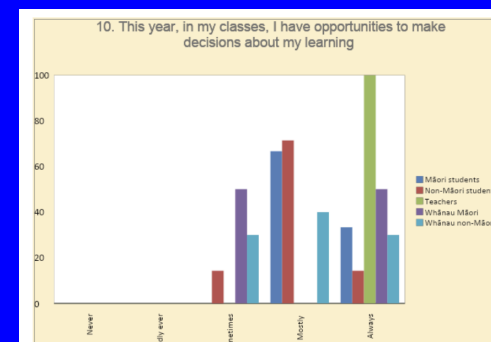
Sometimes: 18%

Term 4 non Maori pupil data 2023

Always: 70%

Mostly: 15%

Sometimes: 15%



Actions/Practices	Led By:	Budget/Resources	Timeframe	Monitor Progress	Intended Outcomes
<p>Students involved in developing Hikuai School norms connected to our TOTARA Values.</p> <p>Staff / whanau / student co-constructed localised curriculum.</p> <p>Termly opportunities to contribute to the next term integrated plan.</p> <p>Regular opportunities to choose resources, strategies and presentation of learning.</p> <p>Opportunities for Local EOTC ensuring all classes have choice and termly access</p> <p>Opportunities for local sport</p> <p>Opportunities for community service</p> <p>Students: share their process to show options, decisions and choices.</p>	<p>Rachell- Principal Mark- Support Laura Support</p> <p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff with Mark leading</p> <p>Mark</p> <p>Mark and Rachell</p>	<p>EOTC- Parent contribution</p> <p>Coastal Restoration</p> <p>Kairuruku Whakaora Takutai - TCDC</p> <p>Trees for Survival DOC bookings EPro 8</p> <p>School app to advertise sporting opportunities for families.</p>	<p>Term 1</p> <p>Termly/ Ongoing</p> <p>Termly/ Ongoing</p> <p>Termly/ Ongoing</p> <p>Termly/ Ongoing</p>	<p>PLD Minutes Visual display in space</p> <p>PLD Minutes Whanau Survey Student voice Staff voice</p> <p>Tracked on Inquiry Overview</p> <p>Tracked on Inquiry Overview</p>	<p><i>increased student achievement through successful, purposeful learning relationships with our local environment.</i></p> <p><i>Students are able to articulate the choices they have made with regard to how they learn.</i></p> <p><i>Students recognise they have been included in the learning process and were able to choose specific learning outcomes to meet their needs.</i></p>

Objective B:

Building and developing **Collaborative Practice** to improve Assessment Capabilities (Kaiako/teachers, ākonga/students, whānau/parents)

Rationale:

Our localised curriculum needs to reflect our school vision, values and our unique position in Aotearoa.

Annual Aims:

To develop teacher ability to collaborate around student learning.

Targets: To maintain student response in always and mostly for 2024.

Baseline data:

Rongohia te Hau survey :

14: My Teacher provides opportunities to help each other with our learning.

Term 4 Maori pupil data 2023

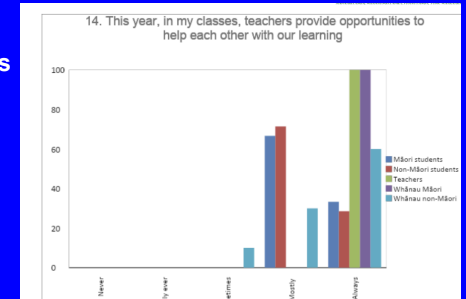
Always: 30%

Mostly: 70%

Term 4 non Maori pupil data 2023

Always: 28%

Mostly: 72%



Actions/Practices	Led By:	Budget/Resources	Timeframe	Monitor Progress	Intended Outcomes
<p>Maintain opportunities for group learning tasks</p> <p>Reading buddies</p> <p>Maths Buddies</p> <p>Task selection that provides for collaborative learning styles</p> <p>Regular staff review of the strategic plan and annual actions.</p> <p>co-construct inquiry overview with</p> <ul style="list-style-type: none"> • staff • learners • Whanau <p>Collaborative planning</p> <p>Regular staff sessions to develop term unit plans in collaboration with</p> <ul style="list-style-type: none"> • Staff • learners • whanau 	<p>Rachell- Principal</p> <p>Mark- Support</p> <p>Laura Support</p>	<p>EOTC- Parent contribution</p> <p>Coastal Restoration</p> <p>Kairuruku Whakaora</p> <p>Takutai - TCDC</p> <p>TOTARA Time: Term 2 and 3 electives</p> <p>Menzshed term 2</p> <p>Regular student survey for inquiry learning</p> <p>Choice in literacy motivators, resources, presentation options</p> <p>Choice in working partnerships</p> <p>Multi leveled groups</p> <p>Multiple entry point tasks</p>	<p>Termly/ ongoing</p> <p>Termly/ ongoing</p> <p>Termly/ ongoing</p>	<p>PLD Minutes</p> <p>Visual display in space</p> <p>PLD Minutes</p> <p>Whanau Survey</p> <p>Student voice</p> <p>Staff voice</p> <p>Tracked on Inquiry Overview</p> <p>Tracked on Inquiry Overview</p>	<p><i>increased student achievement through successful, purposeful learning collaborative relationships</i></p>

Strategic Goal Four

Implementation of Positive Behaviour for Learning School wide

Objective:

Develop positive relationships between students, teachers and whānau and create a physical and emotional environment that nurtures confident learners and reflects the diversity of our community.

Rationale:

Students need to have a sense of belonging and strong relationships in order to thrive.

Annual Aims:

To ensure all teachers can effectively implement PB4L Tier 1 practices.

Targets: To have student response in always and often for 2024.

Baseline data: Rongohia te Hau survey :

1) This Year at school it feels good to be me

Term 4 Maori pupil data 2023

Always: 30%

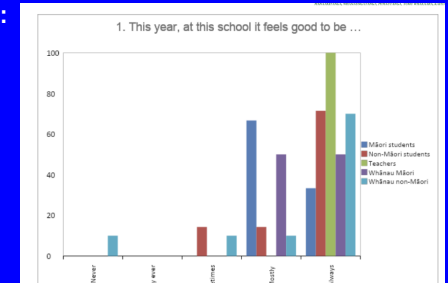
Mostly: 70%

Term 4 non Maori pupil data 2023

Always: 70%

Mostly: 15%

Sometimes: 15%



Actions/Practices	Led By:	Budget/Resources	Timeframe	Monitor Progress
<p>Continue to develop school-wide systems for supporting positive behaviour learning and supporting students to develop skills.</p> <p>Continue to review school values and collaborate with staff, learners and whanau to refine and clarify.</p> <p>Continue to review and refine the recognition system.</p> <p>With staff and learners, continue to develop behaviour expectation matrices for specific environments of the school.</p> <p>Review and develop behaviour support data inputting on SMS looking to collect data and analyse (initiate)</p>	Rachell	N/A	Ongoing	Regular check ins with staff
	RTLb		Ongoing	Totara Tickets counts on google doc
	LSC		Ongoing	TOTARA student cup
	RTLit		Ongoing	Class Dojo app to monitor recognition tickets
			Ongoing	PB4L puzzles of practice at staff PLD sessions.
			Ongoing	Update the BOT as required with progress.