



# Hampton Hill School

GROW PEOPLE TO THRIVE

## Charter 2016 - 2018

At Hampton Hill School we ***Grow People to Thrive***. Everyone in our learning community from staff, students, whānau will grow and thrive by being part of this inclusive, collaborative, improvement focused community. We ***Passionately Prepare Lifelong Learners*** by working strategically on five key areas:

- Raised Student Achievement
- Quality Teaching in Every Classroom
- Enhanced Leadership and Management
- Positive and Respectful Behaviour and Educationally Powerful Connections
- Future Focused Learning Accessible to All

# Hampton Hill School – Who are we and what do we believe in?

## Mission Statement

Passionately Preparing Lifelong Learners

## Vision

Grow People to Thrive

## Values

RIMU – Resilient, Integrity, Manaakitanga, Unity

## Teaching and Learning Beliefs

We have key beliefs which have been co-constructed with staff. These underpin our teaching and learning at Hampton Hill School. These beliefs are underpinned by high quality learning focused relationships.

- We model and encourage our RIMU values (Resilience, Integrity, Manaakitanga, Unity)
- We value inquiring minds and problem solving
- We support and respect the diverse needs of our students and their whānau
- We see diversity and differences as strengths
- We set high expectations so everyone can do their best
- We see positive self-talk as a way to manage ourselves
- We encourage positive talk with others and to each other
- We inspire a passion for learning as life long
- We celebrate each other's stories



## Hampton Hill School – Who are we and what do we believe in?

### Mission Statement

Passionately Preparing Lifelong Learners

### Vision

Grow People to Thrive

### Values

RIMU – Resilient, Integrity, Manaakitanga, Unity

### Our Cultural Diversity

Our goal is to develop and maintain programmes and an ethos that reflects New Zealand’s cultural diversity and, in particular, the unique position of Maori as the tangata whenua. We provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for all students in our school. Teachers have been supported to improve their knowledge of te reo Māori by collaborative teaching. At Hampton Hill School we strive to enhance communication and endeavour to develop educationally powerful connections with all families and in particular with the Maori and Pasifika Communities to ensure the learning needs of Maori and Pasifika students are being met.

We achieve this by:

- Knowing and developing **every** student as an individual and as learners
- Developing plans and policies that are sensitive to varying cultures, and incorporating relevant aspects, especially Tikanga Maori
- Incorporating a variety of ethnic and cultural contexts in learning programmes
- Raising staff understanding and awareness of New Zealand’s cultural diversities, especially that of the Treaty of Waitangi
- Building Educationally Powerful connections with all members of our learning community, particularly our Māori and Pasifika communities

**Inclusion and Equity** - At Hampton Hill School we celebrate our differences and value everyone as individuals. We have a child centred view of education and value where children are at with all aspects of learning (academic, social, emotional) and encourage growth from each individual. Inclusion at Hampton Hill School means valuing all students, staff and whānau in all aspects of school life. We work hard to remove barriers to ensure everyone is present, participating and achieving.

*The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities and talents are recognised and affirmed and that their learning needs are met. Page 9, NZC*

## Annual Targets for Hampton Hill School – Where are we at?

From 2015 data we have 85% of our students at or above for reading, 77% at or above for writing (87% as of December 2015) and 84% at or above for maths. We feel proud to see that our hard work around our Teaching Practices Triangle (beliefs, relationships and practices) have resulted in improved outcomes for our tamariki. We have noticed that there are groups of children are not thriving and growing as we would like and that is going to be our focus for 2016. We began our journey calling these children our ***diverse learners*** however, we believe all learners are diverse and we need to consider how our beliefs, relationships and practices need to change to ensure quality learning. We have already begun to unpack ***diverse teaching for quality learning*** and what that looks like for our students.

### There are three areas that we are going to focus on for 2016

Goal 1: To accelerate the learning of 80% of our tamariki who are below or well below expectations (total of 16 children below or well below) in Reading (excluding ORS funded students as these children are on an individual programme) to be at or above expectations by the end of the year .

Goal 2: To accelerate the learning of 80% our tamariki who are below or well below expectations (total of 27 children below or well below) in Writing (excluding ORS funded students as these children are on an individual programme) to be at or above expectations by the end of the year.

Goal 3: To accelerate the learning of 80% of our tamariki who are below or well below expectations (total of 14 children below or well below) in Mathematics (excluding ORS funded students as these children are on an individual programme) to be at or above expectations by the end of the year.

The Board of Trustees, Leadership Team and Staff acknowledge the challenge of these goals for staff to focus on all three curriculum areas with a particular focus on Pasifika learners for 2016. We also acknowledge the relationship between the three learning areas and plan to deeply unpack diverse teaching for quality learning. We are ready for this challenge and are well supported by staff, whānau and board of trustees.

The action plan for all three of these goals is connected to the first goal in Raised Student Achievement and Quality Teaching in Every Classroom

## Hampton Hill School Strategic Goals 2016-2018

At Hampton Hill School we **Grow People to Thrive**. Everyone in our community from staff, students, whānau will grow and thrive by being part of this inclusive, collaborative, improvement focused community. We **Passionately Prepare Lifelong Learners** by working strategically on five key areas: Raised Student Achievement; Quality Teaching in Every Classroom; Enhanced Leadership and Management; Positive and Respectful Behaviour and Communication School Wide; Future Focused Learning Accessible to All. We acknowledge the interconnectedness of these goals. In order for us to succeed and to grow and thrive, all five areas must be well supported.

### Raised student achievement

#### 2016

Raise student achievement of all students by collaboratively unpacking what has caused success in terms of beliefs, relationships and practices in accelerating the learning of students below expectations.

Increase outcomes in literacy and mathematics by improving on English Language Learning and oral language

Sustain learning and progress in Writing. Monitor outcomes.

#### 2017

Sustain gains in teaching, learning and outcomes in Pasifika achievement

Respond to data.

Continue to improve outcomes for Maths.

#### 2018

Respond to data

Monitor achievement and learning in Maths

Review achievement and learning in Literacy.

### Quality teaching in every classroom

#### 2016

Improve quality learning by diversifying teaching for below and well below students by utilising our PLG and PD sessions to support all teachers to critically reflect on the HHS teaching triangle (beliefs, relationships, practices) and to use evidence to evaluation the impact on outcomes.

Teachers to use the principles & pedagogy to promote English Language Learning with a particular focus on Pasifika students

Design learning programmes that enrich the passions of our learners, with a particular focus on science and arts.

#### 2017

Review and make necessary changes to HHS Sprial of Inquiry

Implement changes of science review

#### 2018

Review the impact of arts on learning at HHS

Monitor the impact of science review

### Enhanced leadership and management

#### 2016

Leaders will monitor the impact of changed practices of diversifying teaching on below and well below students through support visits, reflection on PLG & PD, and data monitoring.

New BoT will undertake training to understand their role as trustees. Previous BoT members will be seconded to support new members with effective governance if necessary.

Implement a coaching model to support all staff to grow and thrive using outside expertise (possibly Mark Sweeny).

#### 2017

BOT – review and implement the training and development as needed

Leadership roles and expectations reviewed and supported with appropriate PD

#### 2018

BOT – review and implement the training and development as needed

Leadership roles and expectations reviewed and supported with appropriate PD

Continued development of productive engaged communication

### Positive and respectful behaviour and educationally powerful connections

#### 2016

Utilise principles of Mahi Tahī process (Educationally Powerful Connections with Parents and Whānau, 2015, p.18) in response to building powerful connections with a focus on Pasifika students and families.

Embed “social practices” (behaviour management) procedures and support new staff to implement our Beliefs, Relationship, and Practices triangle.

Through participation in Restorative Practices professional learning with the Tawa Cluster, monitor the impact on student behaviour.

#### 2017

Review and monitor impact of RIMU on behaviour on teaching and learning

Review communication practices

Embed and review restorative practices

#### 2018

Monitor the impact and review of social practices procedure

### Future focused learning accessible to all

#### 2016

Complete Bikes in Schools track and integrate learning into all curriculum areas.

Trial using a collaborative teaching space in Rooms 7 & 8 and Room 1 & library. Monitor the impact on student learning and teacher practices. Share learning with staff.

Research Innovative Learning Environments in preparation for 5 YPP funding at the end of 2016 and in response to roll growth.

Go for Green / Gold award for Enviro Schools.

Improve engagement levels in all classrooms with a particular focus on personal feelings of success as learners.

#### 2017

Spread collaborative teaching across Tui Block. Monitor the impact on student learning and teacher practices.

Maintain our enviro work.

Maintain our natural school environment

#### 2018

Review our “Future Focused” pedagogies and monitor the impact on teaching and learning and student outcomes

## Hampton Hill School Annual Goals 2016

### Raised student achievement

#### 2016

Raise student achievement of all students by collaboratively unpacking what has caused success in terms of beliefs, relationships and practices in accelerating the learning of students below expectations.

Increase outcomes in literacy and mathematics by improving on English Language Learning and oral language

Sustain learning and progress in Writing.  
Monitor outcomes.

### Quality teaching in every classroom

#### 2016

Improve quality learning by diversifying teaching for below and well below students by utilising our PLG and PD sessions to support all teachers to critically reflect on the HHS teaching triangle (beliefs, relationships, practices) and to use evidence to evaluate the impact on outcomes.

Teachers to use the principles & pedagogy to promote English Language Learning with a particular focus on Pasifika students

Design learning programmes that enrich the passions of our learners, with a particular focus on science and arts.

### Enhanced leadership and management

#### 2016

Leaders will monitor the impact of changed practices of diversifying teaching on below and well below students through support visits, reflection on PLG & PD, and data monitoring.

New BoT will undertake training to understand their role as trustees. Previous BoT members will be seconded to support new members with effective governance if necessary.

Implement a coaching model to support all staff to grow and thrive using outside expertise (possibly Mark Sweeny).

### Positive and respectful behaviour and educationally powerful connections

#### 2016

Utilise principles of Mahi Tahī process (Educationally Powerful Connections with Parents and Whānau, 2015, p.18) in response to building powerful connections with a focus on Pasifika students and families.

Embed “social practices” (behaviour management) procedures and support new staff to implement our Beliefs, Relationship, and Practices triangle.

Through participation in Restorative Practices professional learning with the Tawa Cluster, monitor the impact on student behaviour.

### Future focused learning accessible to all

#### 2016

Complete Bikes in Schools track and integrate learning into all curriculum areas.

Trial using a collaborative teaching space in Rooms 7 & 8 and Room 1 & library. Monitor the impact on student learning and teacher practices. Share learning with staff.

Research Innovative Learning Environments in preparation for 5 YPP funding at the end of 2016 and in response to roll growth.

Go for Green / Gold award for Enviro Schools.

Improve engagement levels in all classrooms with a particular focus on personal feelings of success as learners.

Charter Goal 1	Objective	Actions	Resources	Timeline	Responsibility
<b>Raised student achievement</b>	Raise student achievement of all students who are below expectations by collaboratively unpacking what has caused success in terms of beliefs, relationships and practices in accelerating the learning of students below expectations.	<ol style="list-style-type: none"> <li>1. Teachers delve in depth into classroom data with the support of learning leaders in order to understand each child as a person and a learner</li> <li>2. Teachers delve into research and school documents to improve pedagogy of effective teaching</li> <li>3. Use Professional Learning times to read about ways to support diverse learners</li> <li>4. Collaboratively plan to meet the needs of learners</li> <li>5. Use target student time to trial new teaching / learning methods</li> <li>6. Professional Learning Group time is used to monitor the impact of our changed practices</li> <li>7. Share successes with staff, whānau and community</li> <li>8. Deeply analyse data at two points across the year &amp; make adjustments as necessary to teaching and learning</li> <li>9. Leaders will support teachers to critically reflect on their practices through support visits</li> <li>10. Leaders will grow leadership practices which will allow for targeted support to teachers</li> </ol>	<ul style="list-style-type: none"> <li>• PLG time</li> <li>• PD time</li> <li>• E-tap</li> <li>• Support visit time</li> <li>• Leadership meeting time</li> <li>• Professional readings</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher Only Day</li> <li>2. On-going scheduled meetings throughout the year</li> <li>3. On-going scheduled meetings throughout the year</li> <li>4. On-going scheduled meetings throughout the year</li> <li>5. Three times per week, 30 minute sessions</li> <li>6. On-going scheduled meetings throughout the year</li> <li>7. On-going scheduled meetings throughout the year</li> <li>8. Term 2, Term 3</li> <li>9. On-going scheduled meetings throughout the year</li> <li>10. On-going scheduled meetings throughout the year</li> </ol>	At Hampton Hill School, we are collectively responsible for <b>growing people to thrive</b> . We must grow and thrive as teachers, learners, whānau and community in order to raise outcomes for all learners.  This includes: <ul style="list-style-type: none"> <li>- Principal</li> <li>- Teachers</li> <li>- Board of Trustees</li> <li>- Support staff</li> <li>- Community</li> <li>- Whānau</li> <li>- Students</li> </ul>
	Increase outcomes in	<ol style="list-style-type: none"> <li>1. Teachers delve in depth into classroom data with the support</li> </ol>	<ul style="list-style-type: none"> <li>• PLG time</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher Only Day</li> <li>2. On-going scheduled</li> </ol>	At Hampton Hill School, we are collectively

<p>literacy and mathematics by improving on English Language Learning and oral language</p>	<p>of learning leaders in order to understand each child as a person and a learner</p> <ol style="list-style-type: none"> <li>2. Teachers delve into research and school documents to improve pedagogy of effective teaching</li> <li>3. Utilise the expertise of Irene (teacher aide) and RuthAnne (ELL teacher) to learn about effective practices for English Language Learners</li> <li>4. Use Professional Learning times to read about ways to support diverse learners</li> <li>5. Collaboratively plan to meet the needs of learners</li> <li>6. Use target student time to trial new teaching / learning methods</li> <li>7. Professional Learning Group time is used to monitor the impact of our changed practices</li> </ol>	<ul style="list-style-type: none"> <li>• PD time</li> <li>• E-tap</li> <li>• Support visit time</li> <li>• Leadership meeting time</li> <li>• Professional readings</li> </ul>	<p>meetings throughout the year</p> <ol style="list-style-type: none"> <li>3. On-going scheduled meetings throughout the year</li> <li>4. On-going scheduled meetings throughout the year</li> <li>5. On-going scheduled meetings throughout the year</li> <li>6. Three times per week, 30 minute sessions</li> <li>7. On-going scheduled meetings throughout the year</li> </ol>	<p>responsible for <b>growing people to thrive</b>. We must grow and thrive as teachers, learners, whānau and community in order to raise outcomes for all learners.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Principal</li> <li>- Teachers</li> <li>- Board of Trustees</li> <li>- Support staff</li> <li>- Community</li> <li>- Whānau</li> <li>- Students</li> </ul>
<p>Sustain learning and progress in Writing. Monitor outcomes.</p>	<ol style="list-style-type: none"> <li>1. Analyse the achievement of children / groups of children achieving above, at, below and well below the standard in reading</li> <li>2. Plan interventions from our noticings</li> <li>3. Implement and monitor the impact of the interventions.</li> <li>4. Termly meetings to plan using an integrated approach to mathematics &amp; inquiry learning</li> <li>5. Termly support visits to observe best practice &amp; support shifts in practice</li> </ol>	<ul style="list-style-type: none"> <li>• Data from 2015</li> <li>• eTap and NZCER ready for new year's assessments to be entered</li> <li>• PD time for teachers new to doing support visits</li> <li>• Other PD as required from Literacy and Maths leaders</li> <li>• Staff meeting time for pre and post support visit meetings</li> <li>• Meeting time to monitor teacher planning</li> </ul>	<ol style="list-style-type: none"> <li>1. December 2015 – February 2016</li> <li>2. TOD's Jan 2016</li> <li>3. On-going scheduled meetings throughout the year</li> <li>4. Week 1 of every term</li> <li>5. On-going scheduled meetings throughout the year</li> </ol>	

Charter Goal 2	Objective	Actions	Resources	Time-Frame	Responsibility
<p><b>Quality teaching in every classroom</b></p>	<p>Improve quality learning by diversifying teaching for below and well below students by utilising our PLG and PD sessions to support all teachers to critically reflect on the HHS teaching triangle (beliefs, relationships, practices) and to use evidence to evaluation the impact on outcomes.</p>	<ol style="list-style-type: none"> <li>1. Teachers delve in depth into classroom data with the support of learning leaders in order to understand each child as a person and a learner</li> <li>2. Teachers delve into research and school documents to improve pedagogy of effective teaching</li> <li>3. Use Professional Learning times to read about ways to support diverse learners</li> <li>4. Collaboratively plan to meet the needs of learners</li> <li>5. Use target student time to trial new teaching / learning methods</li> <li>6. Professional Learning Group time is used to monitor the impact of our changed practices</li> <li>7. Share successes with staff, whānau and community</li> <li>8. Deeply analyse data at two points across the year &amp; make adjustments as necessary to teaching and learning</li> <li>9. Leaders will support teachers to critically reflect on their practices through support visits</li> <li>10. Leaders will grow leadership practices which will allow for targeted support to teachers</li> </ol>	<ul style="list-style-type: none"> <li>• PLG time</li> <li>• PD time</li> <li>• E-tap</li> <li>• Support visit time</li> <li>• Leadership meeting time</li> <li>• Professional readings</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher Only Day</li> <li>2. On-going scheduled meetings throughout the year</li> <li>3. On-going scheduled meetings throughout the year</li> <li>4. On-going scheduled meetings throughout the year</li> <li>5. Three times per week, 30 minute sessions</li> <li>6. On-going scheduled meetings throughout the year</li> <li>7. On-going scheduled meetings throughout the year</li> <li>8. Term 2, Term 3</li> <li>9. On-going scheduled meetings throughout the year</li> <li>10. On-going scheduled meetings throughout the year</li> </ol>	<p>At Hampton Hill School, we are collectively responsible for <b>growing people to thrive</b>. We must grow and thrive as teachers, learners, whānau and community in order to raise outcomes for all learners.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Principal</li> <li>- Teachers</li> <li>- Board of Trustees</li> <li>- Support staff</li> <li>- Community</li> <li>- Whānau</li> <li>- Students</li> </ul>
	<p>Teachers to use the principles &amp; pedagogy to promote English Language Learning with a particular focus on Pasifika students</p>	<ol style="list-style-type: none"> <li>1. Teachers delve in depth into classroom data with the support of learning leaders in order to understand each child as a person and a learner</li> <li>2. Teachers delve into research and school documents to improve pedagogy of effective teaching</li> <li>3. Utilise the expertise of Irene (teacher</li> </ol>	<ul style="list-style-type: none"> <li>• PLG time</li> <li>• PD time</li> <li>• E-tap</li> <li>• Support visit time</li> <li>• Leadership</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher Only Day</li> <li>2. On-going scheduled meetings throughout the year</li> <li>3. On-going scheduled meetings throughout the year</li> </ol>	

		<p>aide) and RuthAnne (ELL teacher) to learn about effective practices for English Language Learners</p> <ol style="list-style-type: none"> <li>4. Use Professional Learning times to read about ways to support diverse learners</li> <li>5. Collaboratively plan to meet the needs of learners</li> <li>6. Use target student time to trial new teaching / learning methods</li> <li>7. Professional Learning Group time is used to monitor the impact of our changed practices</li> </ol>	<p>meeting time</p> <ul style="list-style-type: none"> <li>• Professional readings</li> </ul>	<ol style="list-style-type: none"> <li>4. On-going scheduled meetings throughout the year</li> <li>5. On-going scheduled meetings throughout the year</li> <li>6. Three times per week, 30 minute sessions</li> <li>7. On-going scheduled meetings throughout the year</li> </ol>	
	<p>Design learning programmes that enrich the passions of our learners, with a particular focus on science and arts.</p>	<ol style="list-style-type: none"> <li>1. In consultation with students, parents and whānau, learn about student strengths and passions</li> <li>2. Collaboratively plan to meet the strengths and passions of learners</li> <li>3. Utilise the expertise of Arts and Science leaders of our school when planning learning experiences</li> <li>4. Monitor engagement levels of children through support visits, observations and surveys (students and whānau)</li> <li>5. Monitor the impact of changed practices through PLG, PD, anecdotal notes, surveys and National Standards Data</li> </ol>	<ul style="list-style-type: none"> <li>• PLG time</li> <li>• Survey</li> <li>• Learning conference time</li> <li>• PD time</li> <li>• Planning time</li> <li>• Support visits</li> <li>• National standards data</li> </ul>	<ol style="list-style-type: none"> <li>1. Term 1 &amp; Term 3</li> <li>2. On-going scheduled meetings throughout the year</li> <li>3. On-going scheduled meetings throughout the year</li> <li>4. On-going scheduled meetings throughout the year</li> <li>5. On-going scheduled meetings throughout the year</li> <li>6.</li> </ol>	

Charter Goal 3	Objective	Actions	Resources	Time-Frame	Responsibility
<p><b>Enhanced leadership and management</b></p>	<p>Leaders will monitor the impact of changed practices of diversifying teaching on below and well below students through support visits, reflection on PLG &amp; PD, and data monitoring.</p>	<ol style="list-style-type: none"> <li>1. Re-align our thinking of the role of learning leaders in our school</li> <li>2. Co-construct a job description for learning leaders</li> <li>3. Read Kouzes &amp; Posner’s <i>The Leadership Challenge</i> and discuss, set goals and reflect on our learning and changed leadership practices.</li> <li>4. Leaders will receive feedback and be supported to critically reflect on their leadership practices in relation to changed teacher practices and student outcomes</li> </ol>	<ul style="list-style-type: none"> <li>• Appraiser</li> <li>• Other schools</li> <li>• Meeting time</li> </ul>	<ol style="list-style-type: none"> <li>1. February</li> <li>2. February</li> <li>3. Throughout the year</li> <li>4. On-going scheduled meetings throughout the year</li> </ol>	<p>At Hampton Hill School, we are collectively responsible for <b>growing people to thrive</b>. We must grow and thrive as teachers, learners, whānau and community in order to raise outcomes for all learners.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Principal</li> <li>- Teachers</li> <li>- Board of Trustees</li> <li>- Support staff</li> <li>- Community</li> <li>- Whānau</li> <li>- Students</li> </ul>
	<p>New BoT will undertake training to understand their role as trustees. Previous BoT members will be seconded to support new members with effective governance if necessary.</p>	<ol style="list-style-type: none"> <li>1. Board members elected</li> <li>2. Board chair and principal in consultation with the BoT decide on and book NZSTA training for the year</li> <li>3. BoT review skill set within board and identify any gaps in skills / knowledge</li> <li>4. BoT decide whether to co-opt members to fill skill set if required</li> <li>5. Co-opted members work with new members to upskill for 2016</li> <li>6. Review and evaluate the effectiveness of training and decide on next steps for 2017</li> </ol>	<ul style="list-style-type: none"> <li>• BoT meeting time</li> <li>• NZSTA training</li> <li>• Past BoT members</li> </ul>	<ol style="list-style-type: none"> <li>1. June</li> <li>2. July / August</li> <li>3. August</li> <li>4. August</li> <li>5. August-December</li> <li>6. December</li> </ol>	
	<p>Implement a coaching model to support all staff to grow and thrive using outside expertise (possibly Mark</p>	<ol style="list-style-type: none"> <li>1. Re-align our thinking of the role of learning leaders in our school</li> <li>2. Engage Mark Sweeny to set up two meeting times with leadership team</li> <li>3. Co-construct coaching model for HHS</li> <li>4. Implement coaching model</li> <li>5. Monitor the impact on changed teacher practices</li> </ol>	<ul style="list-style-type: none"> <li>• Leaders meeting timetable and one to one meetings for group to share progress</li> <li>• PLG time</li> <li>• Appraisal time</li> </ul>	<ol style="list-style-type: none"> <li>1. February</li> <li>2. February</li> <li>3. March / April</li> <li>4. May</li> <li>5. May-December</li> <li>6. December</li> </ol>	

	Sweeny).	6. Evaluate effectiveness			
--	----------	---------------------------	--	--	--

Charter Goal 4	Objective	Actions	Resources	Time-Frame	Responsibility
Positive and respectful behaviour and communication school wide	Utilise principles of Mahi Tahī process (Educationally Powerful Connections with Parents and Whānau, 2015, p.18) in response to building powerful connections with a focus on Pasifika students and families.	<ol style="list-style-type: none"> <li>School leaders read and unpack MoE document <i>Educationally Powerful Connections with Parents and Whānau, 2015</i>)</li> <li>Decide on an action plan to shift from positive connections to educationally powerful connections</li> <li>Implement action plan</li> <li>Monitor engagement levels with a particular focus on Pasifika families</li> <li>Conduct survey to evaluate effectiveness</li> </ol>	<ul style="list-style-type: none"> <li>Educationally Powerful Connections with Parents and Whānau</li> <li>Leadership Meeting time</li> <li>Google survey</li> </ul>	<ol style="list-style-type: none"> <li>March</li> <li>March / April</li> <li>May-December</li> <li>May-December</li> <li>November</li> </ol>	<p>At Hampton Hill School, we are collectively responsible for <b>growing people to thrive</b>. We must grow and thrive as teachers, learners, whānau and community in order to raise outcomes for all learners.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Board of Trustees</li> <li>Support staff</li> <li>Community</li> <li>Whānau</li> <li>Students</li> </ul>
	Embed “social practices” (behaviour management) procedures and support new staff to implement our Beliefs, Relationship, and Practices triangle.	<ol style="list-style-type: none"> <li>Tawa wide Restorative Practice Professional Development Teacher Only Day to align practices in Tawa Schools</li> <li>New teachers inducted in Social Practices Procedure</li> <li>Regular support visits to support teachers with professional goals aligned with Beliefs, Relationship, and Practices triangle. Leaders / colleagues provide feedback and support teachers to critically reflect of their practices</li> <li>Termly monitoring by leadership team of behaviour incidents. Shared, discussed, plans put in place</li> <li>Resilience programme for nominated</li> </ol>	<ul style="list-style-type: none"> <li>Support visit time</li> <li>E-tap</li> <li>Leadership meetings</li> <li>Fiona / Lydia time</li> <li>Leadership meetings</li> </ul>	<ol style="list-style-type: none"> <li>Teacher only day (Jan)</li> <li>January</li> <li>Ongoing throughout the year</li> <li>Termly</li> <li>Terms 1, 2, 3</li> <li>November</li> </ol>	

		<p>children</p> <p>6. Monitor the impact of changed practices.</p>			
	<p>Through participation in Restorative Practices professional learning with the Tawa Cluster, monitor the impact on teacher practices and student behaviour.</p>	<ol style="list-style-type: none"> <li>1. Tawa wide Restorative Practice Professional Development Teacher Only Day to align practices in Tawa Schools</li> <li>2. New teachers inducted in Social Practices Procedure</li> <li>3. Regular support visits to support teachers with professional goals aligned with Beliefs, Relationship, and Practices triangle. Leaders / colleagues provide feedback and support teachers to critically reflect of their practices</li> <li>4. Termly monitoring by leadership team of behaviour incidents. Shared, discussed, plans put in place</li> <li>5. Monitor the impact of changed practices.</li> </ol>	<ul style="list-style-type: none"> <li>• Support visit time</li> <li>• E-tap</li> <li>• Leadership meetings</li> <li>• Fiona / Lydia time</li> <li>• Leadership meetings</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher only day (Jan)</li> <li>2. January</li> <li>3. Ongoing throughout the year</li> <li>4. Termly</li> <li>5. November</li> </ol>	

Charter Goal 5	Objective	Actions	Resources	Time-Frame	Responsibility
<p style="text-align: center;"><b>Future focused learning accessible to all</b></p>	<p>Complete Bikes in Schools track and integrate learning into all curriculum areas.</p>	<ol style="list-style-type: none"> <li>1. Engage Helen for Funding Connection to source potential funders to support with construction</li> <li>2. Engage contractors to complete work on track / shed / bikes</li> <li>3. Conduct travel to school survey to gauge how children travel to school</li> <li>4. Plan together to utilise learning opportunities for the bike track</li> <li>5. Engage with Pedal Ready for bike riding lessons</li> <li>6. Re-conduct travel survey to monitor changed practices</li> </ol>	<ul style="list-style-type: none"> <li>• Funding connection</li> <li>• Caretaker</li> <li>• Contractors</li> <li>• Travel Survey</li> <li>• Pedal ready</li> <li>• Professional learning time</li> </ul>	<ol style="list-style-type: none"> <li>1. January</li> <li>2. February</li> <li>3. March / April</li> <li>4. May / June</li> <li>5. July</li> <li>6. December</li> </ol>	<p>At Hampton Hill School, we are collectively responsible for <b>growing people to thrive</b>. We must grow and thrive as teachers, learners, whānau and community in order to raise outcomes for all learners.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Principal</li> <li>- Teachers</li> <li>- Board of Trustees</li> <li>- Support staff</li> <li>- Community</li> <li>- Whānau</li> <li>- Students</li> </ul>
	<p>Trial using a collaborative teaching space in Rooms 7 &amp; 8 and Room 1 &amp; library. Monitor the impact on student learning and teacher practices. Share learning with staff.</p>	<ol style="list-style-type: none"> <li>1. Set up collaborative teaching space</li> <li>2. Allow other teachers to observe teaching / learning environment</li> <li>3. Leaders to monitor the impact on teacher practices / student outcomes</li> <li>4. Share learning with other teachers</li> </ol>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Newsletter</li> <li>• Facebook</li> <li>• Community resources</li> </ul>	<ol style="list-style-type: none"> <li>1. January</li> <li>2. Throughout the year</li> <li>3. Throughout the year</li> <li>4. November</li> </ol>	
	<p>Research Innovative Learning Environments in preparation for 5 YPP funding at the end of 2016 and in response to roll</p>	<ol style="list-style-type: none"> <li>1. Engage provider for 10YPP</li> <li>2. Meet with provider &amp; BoT to discuss school needs</li> <li>3. Teachers to contribute ideas</li> <li>4. Visit local schools to view learning environments</li> <li>5. With support of provider, prepare 10YPP</li> </ol>	<ul style="list-style-type: none"> <li>• MoE documentation</li> <li>• Meeting time</li> </ul>	<ol style="list-style-type: none"> <li>1. February</li> <li>2. July</li> <li>3. Throughout the year</li> <li>4. July</li> <li>5. October</li> </ol>	

	growth.				
	Go for Green / Gold award for Enviro Schools.	<ol style="list-style-type: none"> <li>1. Look at criteria for Green / Gold award</li> <li>2. Make a plan to meet criteria</li> <li>3. Implement plan</li> <li>4. Review and go for award</li> </ol>	<ul style="list-style-type: none"> <li>• Meeting time</li> <li>• School enviro group</li> </ul>	<ol style="list-style-type: none"> <li>1. February</li> <li>2. March</li> <li>3. March- November</li> <li>4. December</li> </ol>	
	Improve engagement levels in all classrooms with a particular focus on personal feelings of success as learners.	<ol style="list-style-type: none"> <li>1. Watch Ken Robinson’s Ted Talk about connecting with passions</li> <li>2. Unpack what this looks like in a classroom</li> <li>3. Survey students / whānau to discover passions</li> <li>4. Incorporate into class programme</li> <li>5. Use PD / PLG time to monitor the impact of changed practices</li> <li>6. Allow teachers to observe each other’s practices</li> <li>7. Survey students / whānau to evaluate changes to teacher practices</li> </ol>		<ol style="list-style-type: none"> <li>1. Teacher Only Days</li> <li>2. Teacher Only Days PLG time</li> <li>3. March</li> <li>4. Throughout the year</li> <li>5. Throughout the year</li> <li>6. Throughout the year</li> <li>7. December</li> </ol>	