



# Hampton Hill School

GROW PEOPLE TO THRIVE

## Charter 2018 – 2022

The Hampton Hill School Board of Trustees will  
Sustain an optimal financial model for ensuring the school  
meets its vision and mission



## Hampton Hill School

GROW PEOPLE TO THRIVE

### HAMPTON HILL SCHOOL'S VISION, MISSION AND VALUES

#### VISION

Grow People to Thrive

#### MISSION

Passionately preparing lifelong learners

#### We do this through:

- Empowering, personalising education in our unique environment
- Our inclusive culture and community
- Building strong learning focused relationships
- Collaboration and partnerships

#### VALUES

##### **Resilience**

We are all happy to be challenged and to challenge even when things are hard. It is important for us to build resilience for learning.

##### **Integrity**

Every person has aspirations and is supported to strive to do their best.

##### **Manaakitanga**

Respect for ones-self and others. It is the process of showing respect, generosity and care for others.

##### **Unity**

We are all working together for a shared purpose.

#### WHAT SUCCESS LOOKS LIKE

Every child is confident, is self-driven, resilient, has empathy and shows kindness. Children are confident in moving in and out of contexts where learning is happening and will actively contribute to the world of opportunities.



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## STRATEGIC AIMS FOR HAMPTON HILL SCHOOL 2018-2022

### 1. GROW

**Grow confident, connected and curious learners who:**

- Understand and recognise the unique position of tangata whenua in Aotearoa New Zealand
- problem solve and take risks to learn
- develop self-efficacy
- think critically and make informed decisions
- show Resilience, Integrity, Manaakitanga and Unity
- collaborate with others

### 2. REAL WORLD LEARNING

**Promote rich and diverse learning programmes that are:**

- Culturally responsive, inclusive, connected, passion driven, meaningful, relevant, current and future focused. We will include local, national and global learning contexts. (preparing global citizens).

### 3. ORAL LANGUAGE

**Strengthen oral language across the school through:**

- design learning that enables children to confidently talk about their learning.

### 4. WHĀNAU MATTERS

**Cultivate positive relationships and engage with whānau through:**

- developing a school culture of openness, honesty and trust where cultural diversity is acknowledged and celebrated
- provide opportunities for whānau to connect and engage with the school
- Use of technologies for whānau to stay connected, engaged and informed



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### 1. GROW

Grow confident, connected and curious learners who:

- Understand and recognise the unique position of tangata whenua in Aotearoa New Zealand.
- problem solve and take risks to learn
- develop self-efficacy
- think critically and make informed decisions
- show Resilience, Integrity, Manaakitanga and Unity
- collaborate with others

Priority strategies to achieve this goal:

- 1.1 Design and implement a personalised and holistic curriculum that is inclusive of every person's cultural, beliefs, values, passions and needs in partnership with whānau.
- 1.2 Empower teachers as change agents of their own professional learning who use their passions and personal talents to grow and inspire every person.
- 1.3 Enrich the Science, Technology, Engineering, Arts and Maths curriculum and resources.
- 1.4 Sustain and strengthen parent and teacher driven initiatives with a priority on STEAM, Enviroschools Principles and play based learning.
- 1.5 Grow the use of digital technologies in flexible learning spaces so children adapt and change with the world.
- 1.6 Build capacity of each staff member and of the whole team to enact the school's mission.

#### Measures and Indicators:

Indicators and metrics are established to measure and report on each child's, development and progress; as well as on teachers' development and progress.

Caregiver and parent surveys provide specific and highly positive feedback indicating their child's development and progress in academic learning and social skills sets (RIMU).

There will be an increase in the number of students driving their own learning inquires and sharing and presenting learning with whanau in a range of ways. (Digital portfolios-Seesaw).

Current parent and teacher driven initiatives will continue throughout the year with an increase in parent support.

Hampton Hill School attracts and retains the best teachers by creating the conditions that promotes our vision, mission and values.

### 2. REAL WORLD LEARNING

Promote rich and diverse learning programmes that are:

- Culturally responsive, Inclusive, connected, passion driven, meaningful, relevant, current and future focused. We will include local, national and global learning contexts. (Preparing global citizens).

Priority strategies to achieve this goal:

- 2.1 Plan and provide high interest and passion driven learning opportunities that are at a local, national and global level for children to investigate, go further and take action.
- 2.2 Foster Enviroschools Principles and empower students to participate in a meaningful way and to take action for real change to, with and for the environment.
- 2.3 Investigate the 'Garden to Table' Initiative to implement at our school.
- 2.4 Sustain and strengthen relationships with local organisations where our children are giving back to the local community.
- 2.5 Acquire a technology platform that supports the Hampton Hill School way of teaching and learning and its communication needs. (TTS Folio).
- 2.6 Establish a student council with the support of our local council and councillors, to empower students to take ownership of their learning space.

#### Measures and Indicators:

There will be an increase in participation and involvement from; the cloud based learning community and local community and schools.

There will be an increase in the number of EOTC activities within the school and in the community.

Student and parent surveys provide highly positive feedback evaluating engagement and personalised learning programmes for children.

Students are actively engaged in dialogue and decision making with board and Principal.



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### 3. ORAL LANGUAGE

#### Language Acquisition

Strengthen oral language across the school through:

- Universal Design for Learning: designing learning programmes that are inclusive of students unique identity
- Learning programmes that promote the use of languages of the world which enables children to confidently talk about learning, using the language of learning (academic language)

#### Priority strategies to achieve this goal:

- 3.1 Provide high quality professional learning and development of oral language
- 3.2 Investigate and implement a Te Ao Māori strategy with a focus on Te Reo Māori me tikanga Māori
- 3.3 Extend Hampton Hill School's collaborations with expertise from our local community for the benefit of teaching staff and children
- 3.4 Apply UDL strategies in the design of learning programmes

#### Measures and Indicators:

Teachers will engage and apply strategies that promote learning focused conversations.

All students at Hampton Hill School will be able to confidently talk about their individual learning pathways.

Physical environments will reflect Te Ao Māori and Te Reo will be heard throughout the school.

### 4. WHĀNAU MATTERS

#### Educationally Powerful Connections

Cultivate and engage relationships and engage with whānau through:

- developing a school culture of openness, honesty and trust where cultural diversity is \ acknowledged and celebrated
- provide opportunities for whānau to connect and engage with the school
- Use of technologies for whānau to stay connected, engaged and informed

#### Priority strategies to achieve this goal:

- 4.1 Create a welcoming effective induction process for teachers, children and their whanau so that each person quickly feels a part of the Hampton Hill School community
- 4.2 Establish long term, genuine partnerships with local communities including iwi
- 4.3 Plan and provide high quality opportunities for engagement, contribution and leadership with whānau
- 4.4 Investigate and establish a Māori and Pasifika parent reference group

#### Measures and Indicators:

People will have a clear understanding of the vision, values and goals of our school and be an engaged member of our community.

Learning programmes will reflect community initiatives and involvement will be visible in our school.

The Board of Trustees will engage and gather community voice to evaluate and enhance wellbeing, collaboration and inclusive practices at our school.



# Hampton Hill School

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## 2018 Annual Targets

From 2017 data we have 80.4% of our students at or above for reading, 70.7% at or above for writing and 78.7% at or above for maths.

### Annual Targets

The two curriculum areas we are focusing on in 2018 are Mathematics and Writing.

We will be providing extra learning support for a total of 40 students in Mathematics and Writing in 2018.

### Annual Targets

#### Years 4-6:

Māori students = 4 students – 1 boy, 3 girls  
Pasifika students = 8 students – 5 boys, 3 girls  
NZE = 11 students- 8 boys, 3 girls  
ASIAN = 10 students- 3 boys, 7 girls

#### WRITING

- To accelerate the learning of **16 boys and 6 girls, a total of 22 students in Years 4-6 in writing** to be working AT curriculum level two (Year 4), TOWARDS level three (Year 5) and AT and curriculum level 3 (Year 6) expectations by the end of the year. (Excluding ORS funded students as these children are on an individual programme).

#### MATHEMATICS

- To accelerate the learning of **11 boys and 11 girls, a total of 22 students in Years 4-6 in mathematics** to be working AT curriculum level two (Year 4), TOWARDS level three (Year 5) and AT and curriculum level 3 (Year 6) expectations by the end of the year. (Excluding ORS funded students as these children are on an individual programme).

### After 3 Years at school:

Māori students = 1 boy  
Pasifika students = 4 girls  
NZE = 2, 1 boy, 1 girl

#### WRITING

- To accelerate the learning of **2 girls and 3 boys a total of 5 students in writing** to be working TOWARDS curriculum level two expectations for **After 3 Years at school** by the end of the year. (Excluding ORS funded students as these children are on an individual programme).

#### MATHEMATICS

- To accelerate the learning of **6 girls and 1 boy a total of 7 students in mathematics** to be working TOWARDS curriculum level two expectations for **After 3 Years at school** by the end of the year. (Excluding ORS funded students as these children are on an individual programme).

The Board of Trustees, Leadership Team and Staff acknowledge the challenge of these goals. There is a particular lens on our Māori and Pasifika learners as they continue to be over represented in below the progress and achievement data.

### 2018 Actions

- Apply for MoE external providers of **Professional Development** for leadership, staff, BOT and whanau. We will align this to the school's charter, strategic aims, annual aims and targets (Principal)
- Co-construct coherence and alignment between;** the School's Charter, strategic goals, annual targets and targets and Professional Development. (BOT, SLT, leadership).
- Co-construct school-wide systems.** Design school wide systems to regularly record, analyse, evaluate and report targeted actions against strategic aims, annual targets. (BOT, SLT, leadership).
- Continue with learning support programmes** with fortnightly observations and immediate feedback for teachers to evaluate effective practices. (SLT).
- Engagement targeting our Māori and Pasifika whanau** to actively participate in their children's learning in an inclusive context (Not necessarily at school). (BOT, SLT, leadership team, staff).
- Empowered learners** - Students need to be involved in the learning process and feel empowered to know where they are at, where they need to get to and how they are going to get there. Students should be able to articulate this in a range of ways. (BOT, SLT, leadership team, staff).
- Development of a local school curriculum**  
Co-construct a curriculum that reflects our school community and provides children the skills to navigate an unknown future.
- Leadership development in PEER COACHING with Mark Sweeny** - Ensure that we are providing appropriate professional development that supports middle leaders understanding of leadership and to develop skills. This will ensure effective teacher practices that impact on student progress and achievement.
- BOT – Seek strategic input from Pasifika and local iwi community members**  
Invite members of our community of Maori and Pasifika children to advise, guide and help us grow student progress and achievement.

## 2018 Actions

1. Apply for MoE external providers of **Professional Development** for leadership, staff, BOT and whanau. We will align this to the school's charter, strategic aims, annual aims and targets (Principal)
2. **Co-construct coherence and alignment between:** the School's Charter, strategic goals, annual targets and targets and Professional Development. (BOT, SLT, leadership).
3. **Co-construct school-wide systems.** Investigate and design school wide systems to regularly record, analyse, evaluate and report targeted actions against strategic aims, annual targets. (BOT, SLT, leadership).
4. **Continue with learning support programmes** with fortnightly (both informal and formal) observations and immediate feedback for teachers to evaluate the impact of this time and effective practices on learning progress and achievement for students (SLT).
5. **Engagement targeting our Māori and Pasifika whanau** to actively participate in their children's learning in an inclusive context (Not necessarily at school). (BOT, SLT, leadership team, staff).
6. **Empowered learners** - Students need to be involved in the learning process and feel empowered to know where they are at, where they need to get to and how they are going to get there. Students should be able to articulate this in a range of ways. (BOT, SLT, leadership team, staff).
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8. **Leadership development in PEER COACHING with Mark Sweeny** - Ensure that we are providing appropriate professional development that supports middle leaders understanding of leadership and to develop skills. This will ensure effective teacher practices that impact on student progress and achievement.
9. **BOT – Seek strategic input from Pasifika and local iwi community members**  
Invite members of our community of Maori and Pasifika children to advise, guide and help us grow student progress and achievement.

## Measures and Indicators:

Ministry Funding for PLD is accepted for all target areas for 2018. PLD journal is established with providers and is aligned to the school's charter, strategic aims and annual targets.

There will be in depth analysis and reporting evaluating board funded programmes as well as student progress and achievement towards the schools strategic aims and annual targets. This will occur once a term with SLT and board level.

Teachers and leaders will be using an online platform for appraisal, leadership and teaching as inquiry. Strategic evaluation time will be built into ongoing professional learning time throughout the year. SLT and Leadership team's analysis range of data and prepare reports for the BOT

We will have regular support visits of learning support programmes looking at how teachers are supporting the acceleration of learning for these students. Teachers will share with the team practices that have shifted progress and achievement for students.

Whaea Kelly and Bot members will invite parents to participate as a Maori and Pasifika reference group. The role of this group is to provide feedback and feedforward around a range of initiatives that impact on Maori and Pasifika students.

Students will be able to say what they are learning, why they are learning it and how this learning information and two this information will support them moving forward.

Kelly will work alongside parent, student and teacher reference groups to provide feedback and feedforward around the framework development for a new school based curriculum. (Principal/SLT/DP/Teachers)

Coaching sessions will be built into Syndicate meetings of a minimum of twice a term and will be responsive to teacher needs. Leadership as well as teachers will be able to effectively coach each other through a puzzle of practice and develop a range of effective strategies that will improve progress for students.

Parents and caregivers will actively participating as a Maori and Pasifika reference group, providing feedback and feedforward around a range of initiatives that impact on Maori and Pasifika students at Hampton Hill School.