

**2022 HAMPTON HILL CHARTER 2018 - 2022 FINAL**

<p><b>Vision</b> Grow People to Thrive - <b>“Whakatupua te matauranga kia hua”</b></p>				
<p><b>Mission</b> Passionately preparing lifelong learners</p>				
<p><b>Values</b> Respect <b>Me ngākau whakaute</b> Integrity <b>Me ngākau pono</b> Strength <b>Me ngākau mātātoa</b> Empathy <b>Me ngākau aroha</b></p>				
<b>Strategic Aims</b>	<p><b>Aim 1</b> To <b>GROW/WHAKATUPU</b> confident, courageous, connected learners</p>	<p><b>Aim 2</b> To promote rich and diverse learning programmes that emphasise <b>REAL WORLD LEARNING/TAONGA TUKU IHO</b></p>	<p><b>Aim 3</b> To strengthen <b>ORAL LANGUAGE/TE REO TUTURU</b> across the school</p>	<p><b>Aim 4</b> <b>WHĀNAU MATTERS/Whanaungatanga</b> To have educationally powerful connections with whānau and community that cultivate and engage in meaningful and purposeful partnerships.</p>
<b>Strategic Outcomes/Strategies</b>	1.1. Design and implement a personalised and holistic curriculum that is inclusive of cultural beliefs, values, passions and needs in partnership with whānau with a priority focus on Te Ao Maori and Pasifika communities.	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 with current issues that may impact on Te Ao Maori and Pasifika communities.	3.1. Provide high quality professional learning and development of oral language.	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.
	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.	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.	3.2. Investigate and implement a Te Ao Māori strategy with a focus on Te Reo Māori me tikanga Māori	4.2. Establish long term, genuine partnerships with local communities including iwi
	1.3. Enrich learning programmes through Science, Technology, Engineering, Arts and Maths curriculum and resources. (STEAM)	2.3. Investigate the ‘Garden to Table’ Initiative to implement at our school.	3.3. Extend Hampton Hill School’s collaborations with expertise from our local community for the benefit of teaching staff and children	4.3. Plan and provide high quality opportunities for engagement, contribution and leadership with whānau
	1.4. Sustain and strengthen parent and teacher driven initiatives with a priority on STEAM, Enviroschools Principles, play based learning and Hauora	2.4. Sustain and strengthen relationships with local organisations where our children are giving back to the local community.	3.4. Apply UDL strategies in the design of learning programmes	4.4. Investigate and establish a Māori and Pasifika parent reference groups
	1.5. Grow the use of digital technologies in flexible learning spaces so children develop agility to cope with and adapt and change with the world.	2.5. Acquire a technology platform that supports the Hampton Hill School way of teaching and learning and its communication needs. (TTS Folio/Seesaw).		
	1.6. Build capacity of every staff member and of the whole team to enact the school’s vision and mission.	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.		

Green: Priority

Orange: Non-priority

Red: Duplicated/Not a focus in 2022

<p><b>Our Success</b></p>	<p><b>Grow confident, connected and curious learners who:</b></p> <ul style="list-style-type: none"> <li>• Understand and recognise the unique position of tangata whenua in Aotearoa New Zealand</li> <li>• Develop self-efficacy</li> <li>• Think critically and make informed decisions</li> <li>• Show Resilience, Integrity, Manaakitanga and Unity</li> <li>• Develop and grow the 4 C's - Collaboration, communication, creativity and critical thinking.</li> </ul>	<p><b>Promote rich and diverse learning programmes that are:</b></p> <ul style="list-style-type: none"> <li>• Culturally responsive, Inclusive, connected, passion driven, meaningful, relevant, current and future focused. We will include local, national and global learning contexts. (Preparing global citizens).</li> </ul>	<p><b>Language Acquisition</b> <b>Strengthen oral language and non verbal communication across the school through:</b></p> <ul style="list-style-type: none"> <li>• Universal Design for Learning: designing learning programmes that are inclusive of students unique identity and learning needs</li> <li>• 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)</li> </ul>	<p><b>Educationally Powerful Connections</b> <b>cultivate and engage in meaningful and purposeful relationships with whānau through:</b></p> <ul style="list-style-type: none"> <li>• developing a school culture of openness, honesty and trust where cultural diversity is acknowledged and celebrated</li> <li>• provide opportunities for whānau to connect and engage with the school</li> <li>• Use of technologies for whānau to stay connected, engaged and informed about learning</li> </ul>
<p><b>Measures &amp; Indicators</b></p>	<ul style="list-style-type: none"> <li>• Indicators and metrics are established to measure and report on each student and teacher progress and achievement.</li> <li>• Caregiver and parent surveys provide specific and highly positive feedback indicating their child's development and progress in academic learning, social skills and emotional capabilities (RIMU).</li> <li>• 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)</li> <li>• Current parent and teacher driven initiatives will continue throughout the year with an increase in parent support.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be an increase in participation and involvement from; the cloud based learning community and local community and schools.</li> <li>• There will be an increase in the number of EOTC activities within the school and in the community.</li> <li>• Student and parent surveys provide highly positive feedback evaluating engagement and personalised learning programmes for children.</li> <li>• Students are actively engaged in dialogue and decision making with the board and Principal.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will engage and apply UDL strategies that promote learning focused conversations.</li> <li>• All students at Hampton Hill School will be able to confidently talk about or communicate their individual learning pathways.</li> <li>• Physical environments will reflect Te Ao Māori and Te Reo will be heard, seen and felt throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• People will have a clear understanding of the vision, values and goals of our school and be engaged members of our community.</li> <li>• Learning programmes will reflect community initiatives and involvement will be visible in our school.</li> <li>• The Board of Trustees will engage and gather community voice to evaluate and enhance wellbeing, collaboration and inclusive practices at our school.</li> </ul>

## 2022 Annual Plan

### Strategic Aim 1: To GROW/**WHAKATUPU** confident, courageous, connected learners

#### Strategic Outcomes:

- 1.1. Design and implement a personalised and holistic curriculum that is inclusive of cultural beliefs, values, passions and needs in partnership with whānau with a priority focus on Te Ao Maori and Pasifika communities
- 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 learning programmes through Science, Technology, Engineering, Arts and Maths curriculum and resources. (STEAM)
- 1.4. Sustain and strengthen parent and teacher driven initiatives with a priority on STEAM, EnviroSchools Principles, Play Based Learning and Hauora
- 1.5. Grow the use of digital technologies in flexible learning spaces so children develop agility to cope with and adapt and change with the world
- 1.6. Build capacity of every staff member and of the whole team to enact the school's vision and mission

2022 Initiative/What	Key Actions/How	Who	Timeframe	Measured By	Progress & Impact
1.1. Further Implement and determine what our local curriculum looks like, sounds like and feels like on a daily basis	<ul style="list-style-type: none"> <li>Embed the use of a consistent school-wide internal review tool</li> </ul>	Leadership Team	Term 1 - 4	<ul style="list-style-type: none"> <li>Evidence of Spiral of Inquiry being used to review school programmes</li> </ul>	
	<ul style="list-style-type: none"> <li>Further implement the Ministry of Education's Positive Behaviour for Learning Tier 1 Programme</li> </ul>	Principal Leadership Team WIS Kahui Ako Lead PB4L Team All staff	Term 1 - 4	<ul style="list-style-type: none"> <li>PB4L school-wide evaluation tool (SET)</li> <li>Implementation of RISE values and acknowledging expected behaviours system</li> <li>Consistent use of RISE School-wide matrix</li> <li>Creation and implementation of Discouraging Behaviours matrix</li> <li>Sustainability of ZOR programme</li> </ul>	
	<ul style="list-style-type: none"> <li>Synthesize current local draft curriculum documents and create documentation for areas that need to be developed</li> </ul>	Leadership Team Local Curriculum Leaders	Term 1 - 4	<ul style="list-style-type: none"> <li>Further development of draft HHS Local Curriculum</li> </ul>	
1.2. Teaching staff work collaboratively to develop and reflect on their own practice	<ul style="list-style-type: none"> <li>Review and value the Hampton Hill Professional Growth Cycle</li> </ul>	All teaching staff	Term 1	<ul style="list-style-type: none"> <li>Evidence of a Professional Growth Cycle document that all staff know and can achieve</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue to establish a clear understanding amongst teaching staff of the fundamentals of <b>teaching and learning through UDL</b> so students can learn most effectively</li> </ul>	All teaching staff	Term 1 - 4	<ul style="list-style-type: none"> <li>Student voice</li> <li>Moderation process and consistent understanding of curriculum levels</li> <li>Teacher support visits</li> <li>Evidence of planning</li> <li>Syndicate minutes</li> </ul>	
	<ul style="list-style-type: none"> <li>Teaching staff engage and reflect on their teaching practice using the Spiral of Inquiry with a focus on Universal Design for Learning</li> </ul>	All teaching staff	Term 1 - 4	<ul style="list-style-type: none"> <li>Ongoing monitoring of target students linked to a UDL teaching inquiry</li> <li>Achievement in Writing</li> <li>Syndicate meeting minutes of teaching inquiry discussion</li> <li>Support visits</li> </ul>	

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				<ul style="list-style-type: none"> <li>Completion of annual teacher registration</li> </ul>	
	<ul style="list-style-type: none"> <li>Research effective pedagogy for collaborative teaching and learning spaces</li> </ul>	All teaching staff	Term 1 - 4	<ul style="list-style-type: none"> <li>Summary document of research, findings and recommendations</li> <li>Internal evaluation of trial approaches</li> </ul>	<ul style="list-style-type: none"> <li>Not a focus in 2022 to be re-evaluated in the 2023-2025 review</li> </ul>
1.3. Integrate STEAM into a range of curriculum areas with a focus on Science	<ul style="list-style-type: none"> <li>Appoint a lead teacher of STEAM</li> </ul>	Principal	Term 1	<ul style="list-style-type: none"> <li>Appointment made with clear job description</li> </ul>	<ul style="list-style-type: none"> <li>Not offered in 2022 due to unit reduction.</li> <li>Elements of this can be offered through Team Leaders, Kahui Ako ASL and integration of the curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and develop opportunities for STEAM to be a driver of our planning and programmes</li> </ul>	Kahui Ako ASL	Term 1 - 4	<ul style="list-style-type: none"> <li>Work with Kahui Ako ASL in this area</li> <li>Syndicate Meetings</li> <li>2022 science budget spend</li> </ul>	
	<ul style="list-style-type: none"> <li>Implement our science curriculum along with the necessary resources</li> </ul>	Kahui Ako ASL	Term 1 - 4	<ul style="list-style-type: none"> <li>Staff meetings</li> <li>Syndicate meetings</li> <li>Planning</li> <li>2022 science budget spend</li> </ul>	
1.4. Continue to support and strengthen parent initiatives	<ul style="list-style-type: none"> <li>Clearly identify the parent initiatives linked to our learning drivers. Gather whanau voices to strengthen these initiatives and identify new opportunities P</li> </ul>	SLT & Team Leaders	End of Term 2	<ul style="list-style-type: none"> <li>Identify and document parent initiatives in our local curriculum</li> <li>Community survey</li> </ul>	
1.5. Determine our school-wide digital technology learning platforms	<ul style="list-style-type: none"> <li>Implement SPOTLIGHT as our digital learning platform</li> <li>Appoint Digital Technology Leader</li> </ul>	Digital Technology Leader SLT & Team Leaders	Term 1 - 4	<ul style="list-style-type: none"> <li>SPOTLIGHT being used to design and plan learning</li> <li>Tamariki engaging and using SPOTLIGHT</li> <li>Whanau connected to SPOTLIGHT</li> <li>Reporting on SPOTLIGHT</li> </ul>	
1.6. Establish a leadership culture	<ul style="list-style-type: none"> <li>Engage the services of a leadership expert to facilitate leadership growth</li> </ul>	Principal	Term 1 - 4	<ul style="list-style-type: none"> <li>Leadership minutes</li> <li>Leadership Plan Overview Document for 2022</li> <li>Leadership Inquiry</li> </ul>	
	<ul style="list-style-type: none"> <li>Timetable regular leadership meetings</li> </ul>	Principal Leadership Team	Fortnightly each term	<ul style="list-style-type: none"> <li>Leadership Plan Overview Document for 2022</li> </ul>	
	<ul style="list-style-type: none"> <li>Provide a robust, meaningful leadership programme where our leaders are supported and mentored</li> </ul>	Principal Leadership Team Poutama Pounamu Facilitator Kahui Ako ASL	Term 1 - 4	<ul style="list-style-type: none"> <li>Leadership minutes</li> <li>Leadership Plan Overview Document for 2022</li> <li>Leadership Inquiry</li> <li>Poutama Pounamu Facilitator</li> <li>Kahui Ako ASL</li> </ul>	

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**Strategic Aim 2: To promote rich and diverse learning programmes that emphasise REAL WORLD LEARNING/TAONGA TUKU IHO**

**Strategic Outcomes:**

- 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 with current issues that may impact on Te Ao Maori and Pasifika communities
- 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/Seesaw)
- 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

2022 Initiative/What	Key Actions/How	Who	Timeframe	Measured By	Impact
2.1. Create a purposeful assessment framework that enables us to design learning based on our students need	<ul style="list-style-type: none"> <li>Review our existing assessment timetable and the use of this on our SMS</li> </ul>	All teaching staff	Term 1	<ul style="list-style-type: none"> <li>2022 Assessment Overview</li> </ul>	
	<ul style="list-style-type: none"> <li>Provide opportunities to develop data literacy specifically linked to purposeful formative and summative assessment</li> </ul>	SLT Team Leaders Curriculum Leaders	Term 1 - 4	<ul style="list-style-type: none"> <li>Staff meeting minutes</li> <li>Syndicate meeting minutes</li> <li>BOT minutes</li> <li>Accurate and timely data on SMS</li> </ul>	
2.2. Review our Enviroschools programme and determine our next steps	<ul style="list-style-type: none"> <li>Use the Enviroschools programme to self-reflect on our current level and identify next steps</li> </ul>	Enviroleader	End of Term 2	<ul style="list-style-type: none"> <li>Self-Reflection Day and establishment of new plan with identified next steps</li> </ul>	
	<ul style="list-style-type: none"> <li>Appoint a lead teacher of Enviroschools</li> </ul>	Principal	Term 1	<ul style="list-style-type: none"> <li>Appointment made with clear job description</li> </ul>	
	<ul style="list-style-type: none"> <li>Develop an implementation plan for Enviroschools as a learning driver</li> </ul>	Enviroleader	End of Term 4	<ul style="list-style-type: none"> <li>Enviroschools local curriculum Implementation plan</li> </ul>	
2.3. Investigate how our garden may fit into the Garden to Table programme	<ul style="list-style-type: none"> <li>Collaborate and consult with our key stakeholders regarding the use of our existing garden</li> </ul>	Enviroleader	End of Term 4	<ul style="list-style-type: none"> <li>Outcomes and next steps from EnviroSchool self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Not a focus in 2022 to be re-evaluated in the 2023-2025 review</li> </ul>
2.4. Establish a mutually beneficial relationship between Hampton Hill School and our local community	<ul style="list-style-type: none"> <li><b>Continue to work</b> with the key organisations in our community that we have established links with and evaluate further opportunities that HHS can establish with local organisations</li> </ul>	SLT & Team Leaders	Term 1 - 4	<ul style="list-style-type: none"> <li>Learning planning documents</li> <li>Community visits</li> <li>Kahui Ako programmes</li> <li>Salvation Army</li> <li>Challenge 2000</li> <li>Local Council</li> <li>Community Police</li> </ul>	
2.5. Implement a learning and teaching digital technology platform (already in 1.5)					
2.6. Grow student voice	<ul style="list-style-type: none"> <li><b>Continue to conduct</b> a student council that has an active voice in our kura <b>P</b></li> </ul>	SLT & Team Leaders	Term 1 - 4	<ul style="list-style-type: none"> <li>Timetabled twice a term meeting</li> <li>Student Council Meeting</li> </ul>	

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				<ul style="list-style-type: none"> <li>minutes</li> <li>• Visibility across the school</li> </ul>	
	<ul style="list-style-type: none"> <li>• Seek regular feedback from our students on decisions that have an impact on their learning</li> </ul>	All teachers	Term 1 - 4	<ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Support Visits</li> </ul>	
	<ul style="list-style-type: none"> <li>• Identify leadership opportunities across the school for our learners</li> </ul>	All teachers	Term 1 - 4	<ul style="list-style-type: none"> <li>• 2022 Student Leadership Overview Document</li> <li>• PE Leaders</li> <li>• Cultural Leaders</li> <li>• Student Council</li> <li>• EnviroLeaders</li> <li>• PB4L Leaders</li> </ul>	
	<ul style="list-style-type: none"> <li>• Students are able to articulate their learning by expressing what they are learning, why they are learning it and can determine their next steps <b>P</b></li> </ul>	All teachers	Term 1 - 4	<ul style="list-style-type: none"> <li>• Student survey, feedback and voice</li> <li>• Student led conferences</li> </ul>	

<b>Strategic Aim 3:</b> To strengthen <b>ORAL LANGUAGE/TE REO TUTURU</b> across the school <b>Strategic Outcomes:</b> 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					
2022 Initiative	Key Actions	Who	Timeframe	Measured By	Impact
3.1. Establish a consistent school-wide framework for measuring oral language development	<ul style="list-style-type: none"> <li>• Use the HHS Oral Language Matrix to support priority learners <b>P</b></li> </ul>	All teachers	Termly	<ul style="list-style-type: none"> <li>• Priority learner oral language assessment</li> <li>• ELLP</li> <li>• Student-led conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Not a focus in 2022: to be re-evaluated in the 2023-2025 review</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide tailored PD for staff around the use of the HHS oral language matrix <b>P</b></li> </ul>	ESOL Leader	Termly	<ul style="list-style-type: none"> <li>• Scheduled PLD meetings</li> <li>• Coaching sessions with PLD provider</li> <li>• 2021 ESOL outline programme</li> </ul>	<ul style="list-style-type: none"> <li>• Not a focus in 2022: to be re-evaluated in the 2023-2025 review</li> </ul>
3.2. Align our existing Te Ao Māori strategy with the revised Ka Hikitia	<ul style="list-style-type: none"> <li>• Review our existing Te Ao Māori strategy with the</li> </ul>	Cultural Leader Kapa Haka Team	End of Term 2	<ul style="list-style-type: none"> <li>• Completion of spiral of inquiry internal review tool</li> </ul>	

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2020 strategy	revised Ka Hikitia 2020 strategy and Poutama Pounamu			<ul style="list-style-type: none"> <li>Poutama Pounamu PLD</li> </ul>	
	<ul style="list-style-type: none"> <li>Review with our key stakeholders, what Te Ao Māori looks like, feels like and sounds like on a daily basis at HHS</li> </ul>	Cultural Leader Kapa Haka Team	Term 1 - 4	<ul style="list-style-type: none"> <li>Community survey</li> <li>Student Survey</li> <li>Links with Kahui Ako strategy</li> <li>Investigate the NZ History Curriculum</li> <li>Poutama Pounamu PLD</li> </ul>	
3.2A Align our existing Pasifika strategy with Tapasa	<ul style="list-style-type: none"> <li>Review our existing Pasifika strategy with Tapasā &amp; Turu 3</li> </ul>	Cultural Leader	End of Term 2	<ul style="list-style-type: none"> <li>Completion of spiral of inquiry internal review tool on our Pasifika strategy iDraft Pasifika success plan</li> </ul>	
3.3. Establish connections with local experts to enhance learning programmes (already in 2.4)	<ul style="list-style-type: none"> <li>When planning learning, we will clearly identify and engage with experts in our community</li> </ul>				
3.4 Further implement UDL thinking and strategies in our teaching practice	<ul style="list-style-type: none"> <li>Provide staff with PLD on UDL through MOE PLD funding hours</li> </ul>	SLT PLD Facilitator Team Leaders	Term 1 - 4	<ul style="list-style-type: none"> <li><b>2022</b> PLD delivery plan</li> <li>Staff Meetings</li> <li>Syndicate Meetings</li> <li>Priority student teacher inquiry</li> <li>Student voice</li> <li>Writing Data and Achievement</li> </ul>	

**Strategic Aim 4: WHĀNAU MATTERS/Whanaungatanga** To have educationally powerful connections with whānau and community that cultivate and engage in meaningful and purposeful partnerships.

**Strategic Outcomes:**

- 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 groups

2022 Initiative	Key Actions	Who	Timeframe	Measured By	Impact
4.1. HHS understands what is needed to support, transition in, through and out of our kura	<ul style="list-style-type: none"> <li>Pōwhiri to welcome new students and staff</li> </ul>	Whole School	Term 1 - 4	<ul style="list-style-type: none"> <li>Community Calendar</li> <li>Attendance</li> </ul>	
	<ul style="list-style-type: none"> <li>Update our induction booklet for new staff</li> </ul>	SLT	Term 1	<ul style="list-style-type: none"> <li>Induction Booklet</li> <li>Feedback from inductees</li> </ul>	
	<ul style="list-style-type: none"> <li>New students and staff are paired up with school</li> </ul>	SLT Classroom teachers	Term 1 - 4	<ul style="list-style-type: none"> <li>Survey of new families</li> </ul>	

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	buddies				
	<ul style="list-style-type: none"> <li>New parent morning tea</li> </ul>	Principal	Term 1 - 4	<ul style="list-style-type: none"> <li>Community Calendar</li> <li>Newsletters</li> <li>Attendance</li> </ul>	
	<ul style="list-style-type: none"> <li>Review our transition to school programme for our new entrance students</li> </ul>	NE-Y2 Team Leader NE Teachers Deputy Principal	End of Term 1	<ul style="list-style-type: none"> <li>Survey of new families &amp; ECE</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue to communicate and collaborate with Tawa Intermediate and upper primary schools as our Y6 students transition out of HHS</li> </ul>	Y5-Y6 Team Leader Principal	Term 4	<ul style="list-style-type: none"> <li>Survey of past students</li> <li>Feedback from transition school e.g. Tawa Intermediate</li> </ul>	
4.2. Strong connection with Ngati Toa	<ul style="list-style-type: none"> <li>Contact and engage with Te Puna Mātauranga <a href="http://www.ngatittoa.iwi.nz/our-services/education/te-puna-matau-ranga">http://www.ngatittoa.iwi.nz/our-services/education/te-puna-matau-ranga</a></li> </ul>	Principal Cultural Leader Ka Hui Ako Poutama Pounamu Facilitator	Term 1 - 4	<ul style="list-style-type: none"> <li>Principals BOT Report</li> <li>HHS Te Ao Maori Strategy</li> <li>Poutama Pounamu PLD</li> </ul>	
4.3. Established calendar of community events	<ul style="list-style-type: none"> <li>Revise and plan our existing community calendar of events</li> </ul>	SLT	Term 1	<ul style="list-style-type: none"> <li>Community Google Calendar</li> <li>Website</li> <li>Facebook</li> <li>Attendance at events</li> </ul>	
4.4. Reignite Maori and Pasifika reference groups	<ul style="list-style-type: none"> <li>Further identify our Māori and Pasifika whānau</li> <li>Host Maori and Pasifika whanau hui/fono</li> </ul>	Principal Cultural Leader All staff	Term 1 & Term 3	<ul style="list-style-type: none"> <li>Attendance at hui</li> <li>Hui minutes</li> <li>Te Ao Maori Strategy</li> <li>HHS Pasifika Strategy</li> </ul>	

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