

# HOUGHTON VALLEY SCHOOL CHARTER 2019-2021



**Caring, Exploring and Inspiring Together**  
**Ka Maanaki, Ka Rapu, Ka Whakamanawa tahi ai tātou**

# HOUGHTON VALLEY SCHOOL CHARTER 2019-2021

## OUR PLACE

We are kaitiaki.  
We have a sense of belonging.  
We are lucky to live in a special place and we look after it.

## OUR PEOPLE

We manaaki each other.  
We are kind and think of others.  
Everyone feels safe and looked after.

Our Vision  
**Caring, Exploring and Inspiring  
Together**

## COURAGE and ADVENTURE

We learn and explore in our unique environment.  
We try the hard things, not just the easy things, and we help others.  
We are brave and speak up.  
We have fun!

## INCLUSION and DIVERSITY

We learn from other people and places.  
We are all different and feel good about who we are.

## Strategic Plan 2019-2021

<b>Strategic Goals</b>	<b>Strategic Goal 1: Place</b> Enhancing/prioritising our commitment to our special place as kaitiaki, and making this evident in all aspects of our teaching and learning, and in the broader culture of the school.	<b>Strategic Goal 2: People</b> Creating an environment where expectations are consistent, everyone is valued, accepted, and supported, and to which everyone contributes	<b>Strategic Goal 3: Inclusion and Diversity</b> Developing an environment where staff and students feel strong in, and proud of, their language, culture and identity.	<b>Strategic Goal 4: Courage and Adventure</b> Furthering the school-wide sense of inquiry and learning through play, to support students to develop the skills needed to become empowered life-long learners
<b>Objectives</b>	<p>We are a green-gold enviroschool by 2021.</p> <p>Our local environment will be central to teaching and learning and we will use the expertise of our community members to enhance teaching and learning (e.g. Fair - Zero Waste, EMR, whanau expertise).</p> <p>We understand the different aspects of sustainability and these aspects are embedded in all our teaching and learning.</p> <p>Staff and students understand and discuss how the environment impacts us and the impact we have on the environment.</p>	<p>Working together for consistency with PB4L to ensure that everyone feels valued, accepted and supported, and can make a positive contribution to our learning environment and collective well-being (hauora)</p> <p>Students understand that being a positive learner is influenced by their behaviour.</p> <p>Respecting and acknowledging tangata whenua, mana whenua and ensuring that tikanga and te reo Māori are valued and practiced in our school.</p> <p>Our staff have (or continue to have) an understanding of the importance of the main principles</p>	<p>Provide learning opportunities for our students so they are confident and proud of their language, culture and identity.</p> <p>Staff will plan rich learning opportunities that integrate cultural perspectives through curriculum areas across all levels to build an empathy for others so that they respect diverse viewpoints, values, customs, and languages.</p> <p>Provide staff with opportunities to participate in quality and meaningful professional development that informs and challenges current practice in Inquiry, Learning Through Play, Sustainability education and PB4L</p>	<p>Staff and students will plan for rich inquiry based learning opportunities that foster students to explore, think and engage with a wide variety of topics through the use of a school-wide inquiry process.</p> <p>Junior school staff have a strong understanding of what play-based learning looks like in Years 0-2, and are in a place where they feel ready to begin developing a school-wide practice. Staff are actively working to build capability and reflect on new learning in the context of HVS</p> <p>Staff have an understanding that a topic of study is as a vessel to teach the skills needed for inquiry and play-based learning</p>

	<p>Positive behaviour for learning underpins our attitudes and values as kaitiaki towards our special place.</p>	<p>of Te Tiriti o Waitangi and are culturally aware and responsive to the needs of all akonga</p> <p>All staff are committed to furthering their own skills and understanding of tikanga and te reo māori, and actively work to integrate it into the daily life of the school.</p>		<p>The staff are confident in their planning and management of inquiry/PBL learning. Inquiry/PBL planning is consistent across the school allowing for the development of skills as students progress through each curriculum level. Teaching supports students to be lifelong learners.</p> <p>Teachers and students ensure that they whakamana (uplift) each other to be confident in their abilities as learners and teachers.</p> <p>Develop learning dispositions of our students to be;</p> <ul style="list-style-type: none"> <li>● Risk taking who are brave</li> <li>● Problem-solvers</li> <li>● Curious and adventurous thinkers</li> <li>● Collaborative</li> <li>● Self-managing</li> </ul>
<p><b>Annual Plan 2019</b></p>	<p>Create a Sustainability vision</p> <p>Communicate with whānau regularly about sustainability programme (newsletters, website)</p> <p>Sustainability working group will work together to create a plan to achieve silver EnviroSchool award, using experts to support our journey (EnviroSchools Facilitator, Predator Free)</p>	<p>We will align our HVS Purpose Statement with the School Charter</p> <p>Teachers will discuss, develop and use a robust school-wide process for the rewarding of HAEWAI Cards.</p> <p>For example:  Step 1: Using 2 non-verbal cues  Step 2: Using several (3) verbal cues during the week</p>	<p>Teachers will plan a range of identity, cultural and language experiences across the school through our inquiry process that exposes them to new thinking and ways that make Aotearoa (New Zealand) a multicultural and diverse country.</p> <p>Teachers will gather information about their target students that provide them with a broader understanding of them as a</p>	<p>Explore inquiry skills and capabilities for living and lifelong learning</p> <p>Research what is currently being used in schools and in education.</p> <p>Use experts to support our journey through readings and attending professional development</p>

	<p>Sustainability teacher (Jill) to work with classes on sustainability</p> <p>Review current sustainable systems and improve where possible.</p> <p>Re-establish student “Green Gecko Group”</p> <p>Inquiry topics are focused on our local environment.</p>	<p>Step 3: Rewards a HAEWAI Card</p> <p>Maintaining a consistent HAEWAI Card monitoring system so HAEWAI Certificates can be rewarded at Te-Hui-Kura fortnightly.</p> <p>For staff to revisit the definition of minor and major behaviour. Develop a behaviour plan that leads on to dealing with the variety e.g. flow chart. It will also include what positive behaviour.</p> <p>Engage RTLB support</p> <p>Teachers will be given resources and opportunity to confidently practice and implement basic te reo Māori in their classrooms on a daily basis.</p> <p>Make time in PL and D hui per term to revisit and discuss the Te Tiriti o Waitangi principles and what that looks like in our school</p> <p>Work with community, whānau, teachers and students to develop the plan for the waharoa and other culturally-responsive displays around the school</p>	<p>learner.</p> <p>Working groups established for Sustainability, PB4L and Inquiry/Play based learning and responsible for achieving progress towards our goals.</p> <p>Working Groups will each have a leader who has a clear and specific job description. We will utilise and engage outside providers to support us with professional development in EnviroSchools, PB4L and Inquiry to support and enhance current practice.</p> <p>The Leadership Team will include identity as part of the Health Community consultation process to capture our diverse school community and its needs</p>	<p>Trial a HVS school-wide inquiry Planning Document in the classes of people on the teams</p> <p>Create character to be part of the visual journey (either child artist or adult)</p> <p>Explore ways to develop our learning dispositions into our learning programmes and what these look like for our learners</p>
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<p><b>Outcomes for 2019</b></p>	<p>Create and display our visual journey Create vision statement</p> <p>Syndicates have enviro responsibilities</p> <p>Students can explain what we do at HVS to be kaitiaki</p> <p>Sustainability newsletter piece fortnightly</p> <p>Sustainability page on school website updated</p> <p>Sustainable crafts made by classes and sold at the school fair Zero waste school fair</p>	<p>Haewai cards will be used consistently across the school by all teachers</p> <p>Students will have a clear understanding of the reward-system process, and expectations</p> <p>Teachers feel confident with using basic Te Reo Māori use in their classrooms, and students respond confidently</p> <p>Te Tiriti o Waitangi is reviewed regularly within staff meetings</p> <p>Our environment and displays reflect and celebrate the cultural diversity of the tamariki in our school</p>	<p>‘Knowing your learner’ documents are completed for each target student showing understanding of the child as a whole and are used to inform the intervention programmes/approached that are used to accelerate their progress.</p> <p>Planning shows evidence of identity, cultural and language experiences.</p> <p>Working groups will have worked collaboratively to embed and extend their area of focus in 2019.</p> <p>The leaders of the working groups will have met the actions and objectives in their job descriptions - presenting to the BOT, facilitating PL and D sessions, creating support documents(where needed).</p> <p>The Health Plan will include feedback from our students, parents, and whānau.</p>	<p>We have a school-wide progression regarding inquiry skills ready to be trialled across the school in 2020</p> <p>We have an understanding of what is currently being used in schools around the place, and have reflected on what we like</p> <p>Have met with experts to support our journey</p> <p>We have an HVS school-wide inquiry Planning Document ready to be trialled across the school in 2020</p> <p>Create a visual journey/character has been created and trialled in classrooms</p>
<p><b>2020</b></p>	<p>Achieve gold level</p> <p>Inquiry topics have a community focus</p> <p>Class sustainability roles are maintained and improved</p> <p>Sustainability website page is</p>	<p>Behaviour management systems are embedded in the day to day life of the school and are consistent across all year levels</p> <p>Te Reo Māori is integrated into all learning programmes and students use, and respond appropriately to, a wide range of</p>	<p>Implement our new Health plan</p> <p>Look at ways students can share and show their learning and voice in more effective and timely ways.</p> <p>Using our local curriculum to identify some key theme/curriculum areas to meet</p>	<p>Trial use of planner and and skills progression across the school and gather feedback</p> <p>Have visual journeys displayed in all classrooms</p> <p>Implement inquiry cycle across the school</p>

	<p>maintained with new information added by staff and students</p>	<p>sentences and useful conversational phrases</p> <p>All classes contribute to the vibrant and culturally inclusive displays around the school</p> <p>Explore opportunities for a long-standing visual display of some form that fits with our school vision</p> <p>Working towards PB4L-SW Tier 2</p>	<p>the needs of our learners identity, cultures and languages.</p>	<p>Seek professional development opportunities in this area for all staff</p> <p>Explore and broaden staff understanding of ways learning can be presented, and what this means with the realm of inquiry learning/PBL</p>
<b>2021</b>	<p>Achieve green-gold level</p> <p>School events (fair, picnic ...) are zero waste events</p> <p>Our local environment is central to teaching and learning.</p> <p>Community members are frequently used to enhance our teaching and learning programmes.</p> <p>Students and staff understand how the environment impacts us and we impact the environment.</p> <p>Students and staff understand the different aspects of sustainability and these aspects are embedded in our teaching and learning.</p> <p>Communication about sustainable</p>	<p>Working within PB4L-SW Tier 2</p> <p>Continue to build on and review behaviour management systems within the school</p> <p>Have a sound induction system to cater for new staff and students</p> <p>Be developing a system for Tier 2 students</p> <p>Explore professional development opportunities for staff in the Tier 2 area</p>	<p>Students understand how their identity, culture and language are an integral part of themselves and how they affect them as learners.</p> <p>Inquiry/Learning through play, sustainability education and PB4L practise is consistently evident in our teaching and learning.</p> <p>Review the effectiveness of working groups</p> <p>Develop a new plan for working groups if required.</p> <p>Review 'knowing our learners' doc to ensure this has student voice</p>	<p>Staff have a clear understanding of what inquiry looks like at each year level</p> <p>Planning will allow for organic learning based on discovery</p> <p>Students will have skills that support them to carry out an inquiry</p> <p>Students will make connections between learned knowledge and skills</p> <p>There is a clear set of school-wide inquiry skills progressions from Year 0 to Year 6</p> <p>We have a school-wide planning document that is used across the school</p>

	practices at Houghton Valley are shared with whanau through regular communication			<p>All classrooms have a visual inquiry journey displayed and used</p> <p>Inquiry is embedded into classroom practice - consistently across the school</p> <ul style="list-style-type: none"><li>● Student agency</li><li>● Learning disposition</li><li>● Empowering</li></ul>
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## Annual Section: Aims, Objectives, Targets, Planned actions, Resources 2019 Student Achievement Goals



<b>School Goal:</b> To increase the amount of maori students achieving at and above their expected curriculum levels.	<b>Start Date:</b> 4/2/2019
<b>Target Area:</b> Māori Writing Achievement	<b>Years 1-6 Budget:</b> \$1000 + PLD
<p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>● Respecting and acknowledging tangata whenua, Mana whenua and ensuring that tikanga and te reo Māori are valued and practiced in our school.</li> <li>● Our staff have (or continue to have) an understanding of the importance of the main principles of Te Tiriti o Waitangi and are culturally aware and responsive to the needs or all akonga</li> <li>● All staff are committed to furthering their own skills and understanding of tikanga and reo Māori, and actively work to integrate it into the daily life of the school.</li> <li>● Provide learning opportunities for our students so they are confident and proud of their language, culture and identity.</li> </ul>	<p><b>Background Data:</b></p> <p>Analysis of the 2018 Writing data indicates lower achievement of some Māori students relative to the general cohort. As a kura we know the historical data about Maori learners and it is vital that our akonga achievement is as good as that of the general cohort.</p> <p>HVS 2018 Writing PaCT results:</p> <ul style="list-style-type: none"> <li>● 20% of students were working towards their expected curriculum level</li> <li>● From the 20% working towards their expected curriculum level             <ul style="list-style-type: none"> <li>○ 79% were boys</li> <li>○ 21 % were girls</li> </ul> </li> <li>● Of the 79% of boys working towards their expected curriculum level, 21% are Māori boys</li> </ul> <p>HVS 2018 Overall Teacher Judgements</p> <ul style="list-style-type: none"> <li>● 42 students were identified as working towards their expected curriculum level</li> <li>● 33 students were boys and 9 students were girls</li> <li>● 9 of the 42 students were Māori</li> <li>● 8 of the 9 Māori students were boys</li> </ul>
<b>Targets:</b>	<b>Action Plan:</b>

● Raise the achievement of Māori to at or above the general cohort in the area of the New Zealand Curriculum in Writing, aiming to have 75% of our Maori students writing within their curriculum level and 25% writing above their expected curriculum area.

2019 Help Strategies:

1. Know each Māori learner and their context. Sharing of pepeha, individual interview of each Māori child. Ongoing development of a 'Learner Profile'.
2. Personal engagement by teacher with students/whānau around student goals (Ako).
3. Develop and show thinking in
4. Activation of te reo me ngā tikanga within the writing curriculum and inquiries.
5. Monitoring of attendance relative to achievement.

<b>School Goal:</b> To reduce the amount of major incidents in classrooms and the school field.	<b>Start Date:</b> 4/2/2019
<b>Target Area:</b> Positive Behaviour for Learning	<b>Years 1-6 Budget:</b> \$2000 + PLD from RTLB
<b>Strategy:</b> <ul style="list-style-type: none"> <li>● Creating an environment where expectations are consistent, everyone is valued, accepted, and supported, and to which everyone contributes.</li> <li>● To embed the restorative practices we use across the school so that our students take responsibility for their choices and actions.</li> </ul>	<b>Background Data:</b> (first year that we gathered data) Analysis of the 2018 PB4L data indicates lower achievement of some <ul style="list-style-type: none"> <li>● Boys were over represented in repeated and major incidents in classrooms and/or on the field in 2018. These were mainly year 3-4</li> <li>● The most common behaviours we were getting were being defiant, not listening to instructions and physical fighting. The majority of these happened on the field or in class</li> </ul>
<b>Targets:</b> <ul style="list-style-type: none"> <li>● To reduce the amount of students who have 4 or more minor/major incidents a year by 50%.</li> </ul>	<b>Action Plan:</b> 2019 Help Strategies: <ul style="list-style-type: none"> <li>● Continue to engage with the RTLB to provide PLD and guide our PB4L journey</li> <li>● PB4L leaders to attend Cluster and Regional PB4L Hui</li> <li>● Setup a 'PB4L Working Group' to develop, implement and facilitate PB4L across the school</li> <li>● Develop consistent strategies for staff to use when dealing with defiance and refusal to work behaviours in class and the playground</li> <li>● Develop consistent strategies for staff to use when dealing with hitting/fighting behaviours in class and the playground</li> <li>● Create Behaviour Plans for students who have 2 or more incidents in a term</li> <li>● Teachers to implement and use 4 non verbal to provide positive feedback, 3 verbal and then to give the student a Haewai card to acknowledge positive choices/actions</li> </ul>

<b>School Goal:</b> To increase the number of students achieving confidently in all areas of the key competencies	<b>Start Date:</b> 4/2/2019
<b>Target Area:</b> Key Competencies (thinking)	<b>Years 1-6 Budget:</b> \$1000 + PLD
<b>Strategy:</b> <ul style="list-style-type: none"> <li>● Explore inquiry skills and capabilities for living and lifelong learning</li> <li>● Use thinking tools to develop high-level thinking</li> <li>● Developing student agency</li> </ul>	<b>Background Data:</b> <ul style="list-style-type: none"> <li>● Overall teacher judgement from school reports in 2018 showed that across the school, the key competency of Thinking was the competencies that was consistently at 'often' across all year levels.</li> <li>● We reported for the first time in our mid and end of year reports on the key competencies.</li> <li>● No students were judged as 'with support' for thinking and only boys at the 'sometimes' criteria</li> <li>● There was a significant group of boys who were 'often' across the board, especially for 'thinking skills'</li> <li>● Girls out performed boys in - thinking skills, self-management and participating and contributing</li> </ul>
<b>Targets:</b> <ul style="list-style-type: none"> <li>● to increase the number of students currently achieving at 'often' to achieving at 'consistently' by 25%, to increase the number of students currently achieving at 'consistently' to achieving at exceeding' by 25%,</li> </ul>	<b>Action Plan:</b> <ul style="list-style-type: none"> <li>● Investigate using solo taxonomy as a self assessment tool to gather student voice</li> <li>● The Inquiry/PBL working team to develop a thinking criteria matrix for across the school</li> <li>● Teachers to focus on how and what they use to teach 'thinking skills'</li> </ul>