

HOUGHTON VALLEY CHARTER 2022-2023

Caring, exploring and inspiring together

OUR PLACE

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

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!

OUR PEOPLE

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

INCLUSION AND DIVERSITY

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

Ka Manaaki, Ka Rapu, Ka Whakamanawa tahi ai tātou

Ka Manaaki, Ka Rapu, Ka
Whakamanawa tahi ai tātou



Caring, Exploring, Inspiring
together



Kaitiakitanga

Our Strategic Goal

Our tamariki are engaged learners.

Our Initiative

1. Inquiry Learning
2. Building Learner Capabilities
3. Kaitiakitanga of HVS

Our Success

Our tamariki are confident and active learners who co-design learning based on interest, purpose and relevance.



Hauora

Our Strategic Goal

Inclusive hauora-centred kura that supports positive behaviour, recognises identity, and celebrates

Our Initiative

1. Positive Behaviour for Learning
2. Diversity and Inclusion
3. Staff wellbeing

Our Success

Our students are able to self-regulate in a range of different situations and settings.

Staff feel valued and empowered.



Ako

Our Strategic Goal

Teaching and learning practices at HVS are collaborative, environmentally focussed and agency driven.

Our Initiative

1. Culturally Responsive Pedagogy
2. Teaching as Inquiry
3. Collaborative Practice

Our Success

Our staff are motivated experts who support and inspire our tamariki through innovative and collaborative programmes.

Kaitiakitanga Strategic Goal 1:

Our tamariki are actively engaged in, and connect to their learning (and its purpose) through the implementation of our Local Curriculum

Actions	Who	Resources	Indicators/Outcomes	Evaluation
Implement our Inquiry process so that our tamariki are an active part of designing their learning				
Inquiry PLG	Morgan	3000 + WSL	To fully implement our Inquiry learning process and Learner Qualities to enable student agency and formative assessment	
Long term school-wide planning for consistency and to show progression across the school	Luana and Miriam	Visual to show the LTP and Achievement objectives	Able to moderate progress through consistent progressions across the school	
Gather student voice in Term 1 and 4 around inquiry across the school	Inquiry PLG	Questionnaire	90% of our students indicate that they have had a say in their learning, can articulate what their goals are and when they achieved them	
Culturally responsive strategies and approaches are woven through the planning and implementation of inquiry	Culturally Responsive PLG	1000.00 Poutama Pounamu PLD Culturally Responsive PLG	Effective pedagogy and approaches will be embedded into the inquiry units	
Learning is made visible and accessible in classrooms and across the school	Classroom teachers	Mathematics Facilitator	Learners can access learning within the room. Learners see their classroom as a place of learning	
Explicit teaching of Learner Qualities to support student agency				
To plan and incorporate into LTP	Inquiry PLG	Professional reading Team meetings PL and D hui	A coherent and cohesive Long Term plan for the whole school To have a clear focus of curriculum areas	
To set goals and share progress and achievement in Spotlight once a term	Classroom teachers	Spotlight support and moderation sessions of assessments	To report and share with whānau more regularly To develop our learning partnerships with our learners and their whānau	
Review LQ of focus to refine at the end of each term	Morgan	Professional reading Team meetings PL and D hui	To ensure they have Te Ao Māori woven through them To streamline to strengthen the teaching of these qualities	
We will incorporate Māori identity, language and culture into the teaching and	Culturally Responsive PLG and Inquiry PLG	Professional reading Team meetings PL and D hui	We will support the incorporation of Māori identity, language and culture into the day-to-day practices of our kura so that Māori	

curriculum for Māori learners through Learner Qualities			learners can actively participate in te ao Māori, Aotearoa and the wider world	
Our kaiako and akonga have a genuine commitment for developing our sustainability focus through restoring, protecting, and creating in our outdoor spaces				
Jill as the leader of Sustainability will continue to facilitate the Green Geckos towards getting the Green Gold EnviroSchools award for the end of 2022	Jill	\$1000 + Teacher unit	Weekly Green Gecko workshops Implementation of new sustainable practices and projects - Predator Free Sustaining current practices and projects	
The use of our outdoor environment is at the heart of our planning Long term school-wide planning for consistency and to show progression across the school. Our school grounds are being well used during the day by all classes for a range of activities and to allow for exploration and inspiration in our learning programmes	Classroom teachers	Professional reading Team meetings PL and D hui	Learners see our outdoor space as a place of learning Students leading exploring and inspiration for their own learning Our tamariki taking ownership of the environment around them Teachers making the most of our extraordinary learning spaces	
Every class will continue to take responsibility for a sustainability job e.g. butterfly garden, recycling	Jill and Classroom teachers	Sustainability plan	A positive learning environment inside and out	
As a school we will select the 3 areas for beautification/restoration/enhancement that will be done throughout the year by students, whanau and staff	Luana	Sustainability plan	Newly enhanced spaces around school for exploring, inspiring and learning.	
All learners and staff have a shared understanding of and commitment to their role as kaitiaki at HVS	Culturally Responsive PLG	Poutama Pounamu PLD Culturally Responsive PLG Professional reading Team meetings PL and D hui	A school definition of kaitiaki Recognition of kaitiaki within our school through regular celebrations A cleaner and safer kura	

Hauora Strategic Goal 2: Inclusive hauora-centred practices support positive behaviour, recognise identity, and celebrate diversity

Actions	Who	Resources	Indicators/Outcomes	Evaluation
Consistent implementation of Positive Behaviours for learning school-wide				
Update current PB4L plan and include tier 2	Luana and Leadership Team	PB4L facilitator	Tier 2 plan that works in conjunction with our Tier 1 plan to provide consist practices across the school	
Māori learners and whānau feel a strong sense of belonging at our kura	Luana and all staff members	Poutama Pounamu PLD Culturally Responsive PLG	Te Ao Māori is front and centre of all that we do here at our kura. Our Māori learners achievement and progress is on par with the rest of the kura	
Explore ways for all children to understand diverse genders, sexes, sexualities, and relationships.	Miriam	Inside Out Schools Coordinator Books PLD Professional reading	That we further develop understanding and inclusion of our diverse people here at HVS and beyond. Our tamariki to understand diverse genders, sexes, sexualities, and relationships Uphold students and our communities mana Providing our LGBTQA+ children with representation and ways of understanding themselves in our kura.	
Strengthen self-regulation skills with the introduction of Pause, Breathe, Smile				
Staff PLD with Pause, Breathe, Smile facilitator	Luana	PBS facilitator Workbooks Support form ASL and PBS	Kind, calm and engaged learners Students self-managing their behaviours and decisions Students feeling empowered to deal with difficult situations	
Implementation of PBS in classes for self-regulation tools	Classroom teachers	PBS facilitator Workbooks Support form ASL and PBS	Less repeated and major behaviour incidents in classrooms and playground Every learner knowing what strategies support them to regulate	
Implement PBS practices into our PB4L and Zones of Regulation documents	Leadership Team	PBS facilitator Workbooks Support form ASL and PBS	To have a coherent plan for how all of our programmes work with one another. Create a visual and overview to add to our PB4L plan	
Culturally responsive approaches and strategies to learning and hauora				
Through the use of Te Whare Tapa Wha we will look at how we can weave PBS and Zones of	Culturally Responsive PLG	Poutama Pounamu PLD Culturally Responsive PLG Professional reading	Developed Kaupapa Māori pathways within our kura for all learners for hauora and learning	

regulation to ensure it has a Te Ao Māori perspective		Team meetings PL and D hui	To implement bicultural practices for our students	
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Ako Strategic Goal 3: Teaching and learning practices at HVS are collaborative, environmentally focussed and agency driven

Actions	Who	Resources	Indicators/Outcomes	Evaluation
Explicit teaching of skills in writing, will support student growth and confidence as writers, helping them see value in their writing and the writing of others.				
We will provide early and intensive support for Māori learners when this is needed in the area of writing.	Leadership Team and Classroom teachers	ALL facilitator Professional reading Team meetings PL and D hui Culturally Responsive PLG Poutama Pounamu PLD	We will monitor our performance and report to Māori learners and whānau so they can hold us to account.	
Teachers will make writing visible and accessible to all learners.	Classroom teachers	ALL facilitator Professional reading Team meetings PL and D hui	Students will be able to access their learning within the class Learners will be able to contribute and share to the writing programme in their class	
Teachers will focus on teaching writing not the writer so that all learners understand the aspects of writing	Classroom teachers	ALL facilitator Professional reading Team meetings PL and D hui	Students will have a clear understanding of their skills in writing and their goals We will see a shift in attitude towards writing and its purpose. We will see a positive shift in end of year data in writing	
Teachers to explore and implement ways to incorporate the outdoors more into their learning programmes to inspire our learners to value the environment.				
Planning through Inquiry ways to incorporate outdoors spaces into units and	Inquiry Team and Team Leaders	Professional reading Team meetings PL and D hui	Utilising our outdoor spaces more effectively and more often Our learners seeing our environment as a place of learning	
Team Leaders regularly support teachers to foster Assessment for Learning practices across the school				
Implementation of our new assessment practices across the school.	Miriam and Team Leader	Mathematics facilitator ALL facilitator Poutama Pounamu	Regular meetings on assessment Increase in reliable and robust data	

		Professional reading Team meetings PL and D hui	A clear and shared understand of formative assessment practices Regular reporting to whānau through Spotlight of student progress and achievement	
A growing culture of coaching for professional growth is a feature of leadership interactions.				
Workshop with teachers to unpack where we were at with our coaching approach at HVS. Set up the process for development of coaching	Luana and Leadership Team	Leadership PLD with Laura Professional reading	Coaching is seen as a valuable tool for professional growth All teachers buy into the process	

Annual Section: Aims, Objectives, Targets, Planned actions, Resources 2022 Student Achievement Goals

Writing	
School Goal: To increase the amount of Year 2-6 students achieving at their expected curriculum levels in writing. Provide targeted support for students who have been identified as needing further support to experience learning success in writing within the classroom programme.	Start Date: 3/2/2022
Target Area: Writing Achievement	Years 2-6
Strategy: <ul style="list-style-type: none"> ● Continue to utilise ALL teaching as a tool to provide daily targeted teaching for these students, as well as raising teacher capability ● Focus on student interests and their understanding of themselves as learners, and provide opportunities to ensure that they are feeling successful in their learning everyday - <i>teachers need to teach the writer not the writing</i> ● Focus on developing staff capacity to provide constructive, meaningful feedback in a range of ways to help students acknowledge and develop their skills in writing ● Providing multiple opportunities to write and practice new learning ● Teacher making writing purposeful, meaningful and authentic to the learner 	Background Data (data from EOY 2021): <ul style="list-style-type: none"> ● We have 87% working within or beyond their expected curriculum level, compared to 13% working towards the curriculum expectations. ● There is a large cohort of students in Year 5 and 6 who continue to work towards achieving the expected level. These students appear in a range of data, and this year the focus has been on reading as this provides a base for literacy learning. ● We had 7% of Students working above the curriculum in Writing in our end-year data. Last year, only one of the 12 students working above were from Year 5/6

Targets:

- For all target learners to show accelerated progress in the area of writing.
- For target learners to understand the purpose of writing by seeing the value in the work they do
- For our learners to show enjoyment in, and feel pride in the writing they do
- Reduce the amount of students in Years 2 - 6 by 50%

Expected Outcomes

- To maximize achievement through differentiated teaching and learning programmes.
- All children make good rates of progress working towards their own potential.
- Children see themselves as writers
- Assessment is targeted and useful for future planning and reporting.
- Whanau are well informed and involved in student learning.
- Teachers programmes reflect student interests and are a positive environment that supports engagement

Action Plan:

1. Baseline writing assessment for all target learners, reassessed week 8 term 2
2. To implement regular, targeted ALL sessions with facilitator and ALL team
3. Teachers provide rich and engaging learning tasks that are purposeful for all learners
4. To explicitly teach skills that will support the development of planning, thinking, organising, vocabulary, and structures and features to allow students to make deliberate choices in their writing
5. Teachers will focus in on the writing skills that will allow learners to be writing at their expected level
6. Provide authentic contexts for students to practise these skills
7. Students will be able to articulate their learning and the strategies they are using from the learning intentions in their lessons
8. For staff to be observed, and to observe others' writing programmes
9. For writing to be made visible and accessible in every classroom and around the school, as a way to celebrate and provide good modelling for learners
10. Teachers to base a Teaching as Inquiry around the needs of their learning in writing

Inquiry Learning	
<p>School Goal: To increase the attendance of all learners to 95%.</p> <p>Implement our Inquiry process so that our tamariki are an active part of designing their learning and are engaged to reduce attendance.</p>	<p>Start Date: 3/2/2022</p>
<p>Target areas: Science, Social Science, Technology and The Arts</p>	<p>Years 1-6 Budget: \$3000 + WSL (KA)</p>
<p>Strategy:</p> <ul style="list-style-type: none"> ● Teachers to use formative assessment practices to support learners to be clear in their learning goals, successes and next steps ● Teachers to explore ways of planning inquiry that link into a range of areas, and that allow for student agency and collaboration ● Staff to teach students self and peer assessment strategies for inquiry 	<p>Background Data:</p> <ul style="list-style-type: none"> ● We have been working on informing our own inquiry process. We have now had this in place for a couple of years ● Inquiry is strongly linked to our learner qualities which have been developed over the last two years ● Our inquiry focus has been around how we work collaboratively with staff and students ● Student voice from the Wellbeing@School survey made clear that learners want a bigger say in what and how they learn
<p>Targets:</p> <ul style="list-style-type: none"> ● To increase learner agency and autonomy across the school with a special emphasis on our Year 5-6 team ● To improve the data in this area from our wellbeing survey ● To strengthen assessment skills of staff and learners (formative and peer/self-assessment) 	<p>Action Plan:</p> <ol style="list-style-type: none"> 1. Morgan will lead the inquiry PLG 2. To implement the actions from our strategic plan 3. Gather student voice in Term 1 and 4 around inquiry across the school 4. Explicit teaching of Learner Qualities to support student agency 5. To report to whānau on learner qualities and inquiry learning progress through Spotlight 6. Long term school-wide planning for consistency and to show progression across the school

7. Inquiries to include student voice in the planning and implementation of themes across the school
8. Learning is made visible and accessible in classrooms and across the school
9. Culturally responsive strategies and approaches are woven through the planning and implementation of inquiry
10. The use of our outdoor environment is at the heart of our planning
11. Resources are purchased to support our programme in a timely manner

Kaitiaki - Sustainability

School Goal: We have an increase in student agency and ownership and a reduction of major incidents in our playground to 5% for 2022.

Start Date: 3/2/2022

Target Area: Sustainability/Kaitiakitanga - Outdoor learning environment

Years 1-6 Budget: \$1000 + PLD

Strategy:

- To have a collective understanding of kaitiakitanga
- Teachers to explore ways of planning inquiry that link into a range of our learning areas
- We will work on three new target spaces to beautify/restore/enhance
- Our staff and students have a genuine commitment for developing our sustainability focus through restoring, protecting, and creating in our outdoor spaces

Background

- We have a wonderful outdoor environment
- Feedback from whānau is that they want us to utilise it more
- For the last 3 years we had a dedicated sustainability teacher
- We are a silver enviro school
- We have a student group called the green geckos
- We work in partnership with the WCC for planting natives
- Within our school, our students have a number of jobs that they look after e.g. chickens, worm farms, recycling etc.
- We have a high amount of lost property every year
- Our learners often leave a mess after they eat
- Our learners often break/pull out plants and trees

Targets:

All learners and staff have a shared understanding of and commitment to their role as kaitiaki at HVS

- We have three spaces in our school that have been restored/enhanced/beautified by staff and students

Action Plan:

1. The use of our outdoor environment is at the heart of our planning
2. Long term school-wide planning for consistency and to show progression across the school
3. Every class will continue to take responsibility for a sustainability job e.g. butterfly garden, recycling

- Our school grounds are being well used during the day by all classes for a range of activities and to allow for exploration and inspiration in our learning programmes

4. The school will work with Predator Free in increase the amounts of Rat traps we have around the school
5. As a school we will select the 3 areas for beautification/restoration/enhancement that will be done throughout the year by students, whanau and staff