

Hillcrest Normal School

Strategic Plan 2024-25

Kia puāwai te ngākau - Growing Creative Learners from within

Vision

Kia puāwai te ngākau - Growing Creative Learners from within

At Hillcrest Normal School we believe that all of our tamariki come to school with strengths and it is our role to help them discover these and to flourish.

Our learning is centered on development of the whole child, academic, physical, emotional, spiritual and social growth. This is underpinned by Mātauranga Māori, Te Reo Māori and Tikanga Māori and our school SHINE values of Succeed, Honour, Imagine, Nurture and Explore. Education is provided for children in Years 0-6, with a year end roll of between 620 and 650 students. We have a caring culture, strong sense of community and value the rich diversity in our school. At Hillcrest Normal School everyone is teaching and learning with, and from each other every day, supported by a rich, authentic and creative curriculum. There is a strong focus on reading, writing and mathematics at HNS, demonstrated by high levels of progress and achievement across the school. We also believe the arts have an important place in learning, with visual arts, music, dance and drama key features of the school.

We also embrace technology as a means of learning, sharing learning with friends and family, and communicating with others.

At HNS we recognise the importance of strong parent-school partnerships and the value of each of our roles being strengthened when we work together in the best interests of the children. We are fortunate to have a strong base of parental support in our school and there are many opportunities throughout the year that parents and whānau are welcome to be involved in.

As a Normal school we are associated with the Waikato University Faculty of Education, Te Kura Toi Tangata, assisting with the training of future teachers.

At HNS we encourage children to be active by providing opportunities for school sports and EOTC experiences including school camp. We are proud to be a Green-Gold Enviroschool, working towards sustainable solutions for our planet and this is integrated into everyday school life. *Whiria te tangata - Weave the people together*. The richness of our school comes from the 56 ethnic groups represented.

Process

Information to inform and develop this Strategic Plan has come from a range of school reviews.

These include:

- Staff survey
- Whānau Hui
- Parent Survey
- Māori student voice
- Iwi and Hapu conversations
- Student working party voice
- Informal conversations with parents
- Whole staff survey
- Board
- Student Achievement data
- Analysis and Variance report
- Special Programme Reviews
- Curriculum Reviews
- Student Attendance data
- Learning Celebration data
- Student work
- Individual Teacher /Principal interviews
- Teacher and SLT Professional Growth Cycles
- Team minutes
- Team Leader Hui

Strategic Goals

Goal 1 : Growing student learning through a creative curriculum

STRATEGIC GOAL	BOARD PRIMARY OBJECTIVE	NELPS	WHAT DO YOU EXPECT TO SEE (OUTCOMES)	HOW	MEASURES
1(a) Literacy and Mathematics Raising	1(a) Every student at school is able to attain their highest possible standard in educational achievement 1(b) c)1(d) (i,ii,iii) 2(a) have particular regard to the NELP's;2(b) (i) gives effect to foundation and national curriculum		88% of all students will be achieving at or above their expected level, with 30% of students in Year 6 to be achieving above in Reading, Writing	A strong focus on raising student achievement in Reading, Writing and Mathematics through staff professional learning and a	Teacher Professional Growth Cycles (PGC) Staff voice / team huiff

<p>achievement in Literacy and Mathematics</p>	<p>statements and national performance measures and (ii) teaching and learning programmes (iii) monitoring and reporting students' progress; and 2(c) perform its functions that is financially responsible 4 (i)(ii)(iii)</p>	<p>1:1; 1:3 2:2; 2:3; 2:5 3:2; 3:3</p>	<p>and Mathematics. Our Māori Learners will achieve at least at the same level as non-Māori.</p>	<p>collaborative team approach Refine school levelled indicators in reading, writing and mathematics Coaching Developing Leadership</p>	<p>Student voice School student achievement data Learning Celebrations Student portfolios/work</p>
<p>1(b) Priority Learners Clear identification of learning needs and providing opportunities for tamariki to reach their full potential</p>	<p>1(b) (i, ii, iii) 1(c) the school is inclusive of, and caters for students with differing need 1(d)(iii) achieving equitable outcomes for Māori students 4 the school gives effect to Te Tiriti o Waitangi, including by - (working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and te ao Māori; (ii) taking all reasonable steps to make instruction available in tikanga and te reo Māori; and (iii) achieving equitable outcomes for Māori students</p>	<p>4:1; 4:2; 4:3 5:2; 5:3 6:1; 6:2</p>	<p>Students with differing learning needs will demonstrate progress in their learning. This includes students who:</p> <ul style="list-style-type: none"> • Have special learning needs, academically, socially, emotionally, physically • Are English Language Learners • Are gifted and talented <p>Ensuring our Māori learners are making progress and achieving at the same level as non-Māori</p>	<p>Tamariki will have opportunities to discover their strengths in all areas of learning, including emotional, social, academic, physical and spiritual Māori Learner Initiatives School Funded Learning Support Coordinator and coach Russell Bishop - Leading/teaching to the North-East English Speakers Other Languages (ESOL) programmes</p>	<p>Teacher PGC's Staff survey Student voice School student achievement data Learning Celebrations Student portfolios/work Special Programme Reviews</p>
<p>1(c) Te Ao Māori Tikanga Māori Mātauranga Māori and Te Reo Māori Normalising te ao Māori, Increasing te reo Māori in the curriculum, all classes</p>	<p>1(d) the school gives effect to Te Tiriti o Waitangi by (i) ensuring that plans policies and local curriculum reflect Te Tiriti o Waitangi (ii) making instruction available in tikanga and te reo Māori (iii) achieving equitable outcomes for Māori students 2(a) (b)(c) (d) (e) 4 the school gives effect to Te Tiriti o Waitangi, including by - (working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and te ao Māori; (ii) taking all reasonable steps to make instruction available in tikanga and te reo Māori; and (iii) achieving equitable outcomes for Māori students</p>		<ul style="list-style-type: none"> • Focus on developing Te Ao Māori across the curriculum • A Māori lens evident in planning for rich topics and increasingly across the curriculum • Increasing the use of Te reo Māori in the curriculum, all classes operating at a minimum of level 4b and at 2 classes at Level 4(a) 	<p>Work with Waikato Māori Achievement Cluster (WaiMAC) In School Te Reo Coach Class Paepae Kapa Haka Whānau Class Culturally responsive PLD with Rhian and TL working as coaches Friday morning wananga</p>	<p>Class observations/ Class Paepae Assessment in te reo and other class learning Classroom/ school environment</p>
<p>1(d) Curriculum Implementing a creative curriculum framed by Te Mātaiaho - the curriculum refresh.</p>	<p>1(a) Every student at school is able to attain their highest possible standard in educational achievement 1(c) 1(d) (i,ii,iii) 2(a) have particular regard to the National Education Learning Priorities (NELP's) 2(b) give effect to its obligations in relation to (i) gives effect to foundation and national curriculum statements and national performance measures and (ii) teaching and learning programmes 3. The school is inclusive of, and caters for, students with differing needs 4 (i)(ii)(iii)</p>		<ul style="list-style-type: none"> • Students experience learning that aligns with the refreshed curriculum as well as the philosophy of the school. • Teachers become confident in planning designed for learning through using the refreshed curriculum 	<p>Ongoing curriculum Review to include Know, Understand, Do Review assessment to ensure they align with expectations outlined in Te Mātaiaho (Refreshed Curriculum) Learning through the arts and authentic experiences</p>	<p>Staff hui Team hui Hub hui Class observations PGC's / Appraisal Student data Teacher Survey</p>
<p>1(e) Kāhui Ako Working</p>	<p>2(d) comply with its obligations under the community of learning agreement</p>		<ul style="list-style-type: none"> • Increased learning outcomes and attendance across the Kāhui Ako 	<p>Work collaboratively with schools in Kāhui Ako, share strengths and learn together for the outcomes and</p>	<p>Student Achievement information Kāhui Ako (KA) Strategic/ Annual Plan evaluation</p>

collaboratively to achieve Kāhui Ako goals	4 (i)(ii)(iii)		pathways for all learners	
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Goal 2: Growing Whānau and Community Partnership

STRATEGIC GOAL	BOARD PRIMARY OBJECTIVE	NELPS	WHAT DO YOU EXPECT TO SEE (OUTCOMES)	HOW	MEASURES
<p>2(a) Māori whānau, hapū and iwi relationships</p> <p>Continue to build and strengthen relationships and Partnerships</p>	<p>1(a) (b) (c) (d) the school gives effect to Te Tiriti o Waitangi (i)(ii)(iii) 2(a) (b) (c) (d) (e) 3. The school is inclusive of, and cars for, students with differing needs 4 (i)(ii)(iii)</p>	<p>1:3 2:1; 2:2; 2:3; 2:4; 2:5 3:1; 3:2; 3:3 4:1; 4:3</p>	<ul style="list-style-type: none"> Students grow a strong connection to our local area Increase ākongā attendance, engagement and achievement through strong relationships Increased whānau, hapū and iwi presence in the school 	<ul style="list-style-type: none"> Intentional connections with Iwi, Hapū and School Whānau - teachers and school leaders Māori learner initiatives Hui-a-whānau A strong focus on raising Māori student achievement in Reading, Writing and Mathematics through engaging in learning through a Māori lens 	<p><i>Student attendance data</i></p> <p><i>Community / whānau survey</i> <i>Whānau informal conversations</i> <i>Whānau attendance at school events/celebrations of students</i> <i>Teacher Inquiry</i> <i>Staff survey</i> <i>Student achievement data</i> <i>Student voice</i></p>
<p>2(b) Celebrate our cultural diversity</p>	<p>1(a) (b) (c) (d) the school gives effect to Te Tiriti o Waitangi (i)(ii)(iii) 2(a) (b) (c) (d) (e) 3. The school is inclusive of, and cars for, students with differing needs 4 (i)(ii)(iii)</p>	<p>5:1; 5:2; 5:3 6:1; 6:2; 6:3 7:1; 7:2</p>	<ul style="list-style-type: none"> Develop a greater understanding of our diverse community groups. 	<ul style="list-style-type: none"> Connections with all of our multicultural community Establish cultural groups of our main ethnicities 	<p>Numbers of parents attending Parent voice</p>
<p>2(c) Parent Partnership</p> <p>Staff to work on strengthening relationships for student learning with parents and caregivers</p>	<p>1(a) (b) (c) (d) the school gives effect to Te Tiriti o Waitangi (i)(ii)(iii) 2(a) (b) (c) (d) (e) 4 (i)(ii)(iii)</p>		<p>Further opportunities created for whānau involvement in their children's learning</p> <ul style="list-style-type: none"> Partnerships with parents for learning including attendance 	<ul style="list-style-type: none"> Increased presence and connections with whānau Strengthen communication for learning between home and school <ul style="list-style-type: none"> Teacher/home School wide communication 	<p>Numbers of parents engaging</p> <ul style="list-style-type: none"> Meet the teacher Parent teacher conversations Learning Celebrations Hui School events <p>Parent / staff survey(mid year)</p>
<p>2(d) Attendance</p> <p>Increase number of students regularly attending school</p>	<p>1(a) (b) (c) (d) the school gives effect to Te Tiriti o Waitangi (i)(ii)(iii) 2(a) (b) (c) (d) (e)</p>		<ul style="list-style-type: none"> Students present, participating and progressing in their learning. 75 % of our learners will be attending school regularly 	<p>Teachers making connections with whānau Attendance tracked and procedures followed to improve attendance</p>	<p>Attendance data</p>

Goal 3: Growing the environment for tamariki, kaiako and whānau to thrive

STRATEGIC GOAL	BOARD PRIMARY OBJECTIVE	NELPS	WHAT DO YOU EXPECT TO SEE (OUTCOMES)	HOW	MEASURES
3(a) Leadership Growing staff and students Relational and Strengths based Leadership	1(a) (b) (c) (d) the school gives effect to Te Tiriti o Waitangi (i)(ii)(iii) 2(a) (b) (c) (d) (e) 3. The school is inclusive of, and cars for, students with differing needs 4 (i)(ii)(iii)	1:3 2:2; 2:3 3:2	<ul style="list-style-type: none"> Students, staff and community have opportunities to identify, use and grow their strengths 	<ul style="list-style-type: none"> Leadership Learning Professional Learning Development (PLD) Opportunities to lead Identifying strengths 	<p>Leadership Framework through appraisal</p> <p>Students in leadership roles</p>
3(b) Haoura/ Wellbeing Continue to support the wellness of students and staff	1(b)(i) the school is physically and emotionally safe place for all students and staff (ii) gives effect to relevant student rights (iii) takes all reasonable steps to eliminate any form of discrimination 3. The school is inclusive of, and cars for, students with differing needs	4:1; 4:2; 4:3 5:2; 5:3; 6:1; 6:2	<ul style="list-style-type: none"> Students and staff know who they are, where they are from, and can make connections Students, staff and community have opportunities to identify, use and grow their strengths Happy and healthy students and staff who are able to fully participate in the life and learning within school and the community. People connected to their place, displaying sustainable practices 	<ul style="list-style-type: none"> Maintain a strong school culture including caring for students and staff Increased CRT Build on collaborative work in hubs Students being able to pursue their strengths and interests Support students emotional regulation and sensory modulation 	<p>The number of students engaging in school activities:</p> <ul style="list-style-type: none"> Sports Chess Kapa haka Tipu Ake (Carving) Tu Rangatira Kapa Haka Orchestra <p>Staff and student wellbeing survey</p> <p>Community Survey</p>
3(c) Enviro/ Sustainability	4 (i)(ii)(iii)		<ul style="list-style-type: none"> Our students and staff are connected to their place, displaying sustainable practices 	<ul style="list-style-type: none"> Working with Tainui on riparian planting Review school waste Students taking pride/caring in environment School Native planting 	<ul style="list-style-type: none"> Student Voice Planted areas thriving
3(d) Property Development Property is developed and well kept	1(b)(i) the school is physically and emotionally safe place for all students and staff (ii) gives effect to relevant student rights (iii) takes all reasonable steps to eliminate any form of discrimination 2 (i) (ii) (iii) 3. The school is inclusive of, and cars for, students with differing needs 4 (i)(ii)(iii)		<ul style="list-style-type: none"> Grounds and Buildings that enable students to reach the school vision of growing creative learners from within Grounds and buildings that are well maintained An environment that reflects Bicultural NZ and our Multicultural community 	<p>5Ya and 10 Year property plan</p> <p>Working with hapū and whānau to create space that reflects our bi-cultural heritage</p> <p>Working with parents from other cultures to develop</p>	<p>Grounds and buildings that reflect the needs of our school</p>

Resources

NZ Legislation Education and Training Act 2020 - 127 Objective of boards in governing schools NELP's (National Education Learning Priorities) Te Mātaiaho (Refreshed Curriculum)