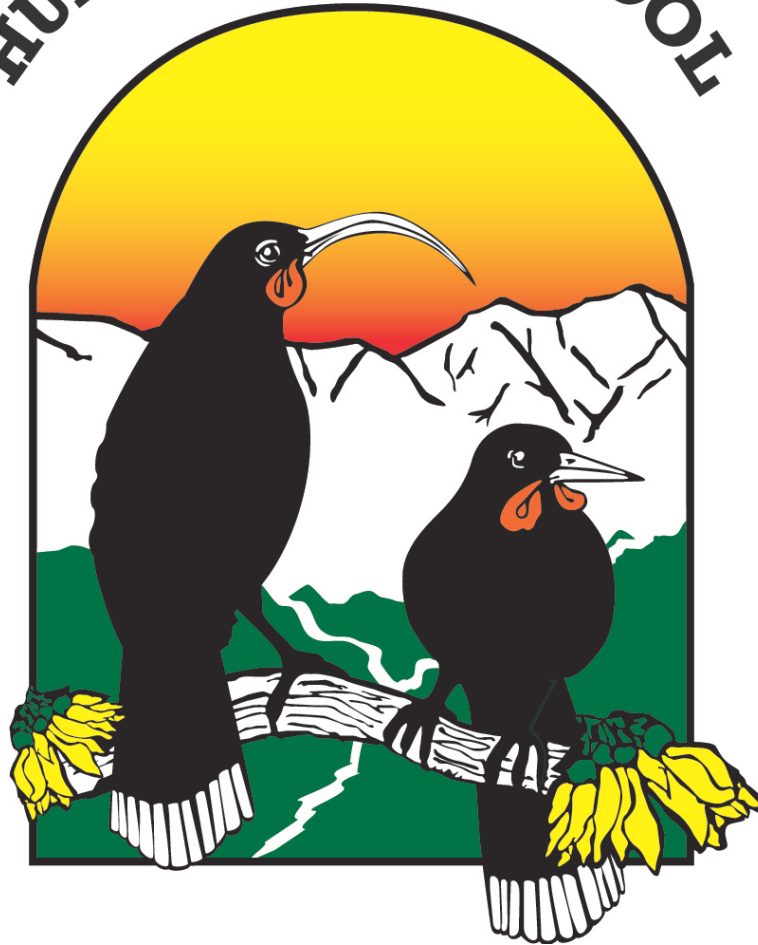


HUIA RANGE SCHOOL



Charter 2023

# Huia Range School

## Charter 2023- 2025



**National Priorities:**

- \* Literacy
- \* Numeracy
- \* Ka Hikitia Strategy
- \* Localised Curriculum development and introduction



**Huia Range School Priorities:**

- \* Managing Self
- \* Relating to others
- \* Participating and Contributing
- \* Thinking
- \* Using language, symbols and text



**At Huia Range School we believe:**

- △ each child is an individual and brings their own strengths and experiences to every learning situation.
- △ in educating the whole child.
- △ education comes from a wide range of experiences.
- △ engagement leads to powerful learning.
- △ in learning, the process and product are both important.
- △ reflection is an integral part of learning.
- △ in high expectations and high standards - excellence.
- △ students must have competence in literacy (reading and writing), speaking and numeracy.
- △ a warm, friendly environment where students, staff and parents work together is vital.
- △ in honesty, reliability and respect.

**Teaching and learning will emphasise and reflect these beliefs.**

**Students will be encouraged to value:**

- \* **Curiosity**, a driving force of learning;
- \* **Questioning**, an attitude and skill central to learning and thinking;
- \* **Thinking**, an effective thinker uses caring, critical and creative thinking as they interact with each other and the world around them;
- \* **Excellence**, by aiming high and by persevering in the face of difficulties;
- \* **Diversity**, as found in our different cultures, languages, and heritages;
- \* **Equity**, through fairness and social justice;
- \* **Community** and participation for the common good;
- \* **Ecological sustainability**, which includes care for the environment;
- \* **Integrity**, which involves being honest, responsible, accountable and acting ethically;

**and to respect themselves, others, human rights and the natural environment in which we live and interact.**



**Maori dimension. We aim to:**

- \* encourage and support every student to see themselves as effective learners;
- \* raise and assess the achievement of all Maori students;
- \* teach Te Reo and Tikanga to all learners
- \* cater for Te Ao Maori in today's society;
- \* rebuild our kapa haka group;
- \* strengthen relationships with all whanau through cultural awareness and appropriate sensitivity.

**Ratification of Charter**  
 Minuted 28th February, 2023  
 Board of Trustees Meeting  
 2023 targets approved 28th February, 2023  
 Submitted to the Ministry of Education by 1st March, 2023

**ICT**

Students to use ICT tools effectively over a range of educational contexts. Students use ICT tools to access and provide information and communicate with others.

# Huia Range School

Strategic Plan 2023 - 2025

Strategic Goals	Strategies 2023	Strategies 2024	Strategies 2025
<p><b>Goal 1a, 1b, and 1c</b> <b><u>Student and Maori Achievement</u></b> To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.</p> <p>Maori students are seen in the school and the community as succeeding as Maori.</p>	<ul style="list-style-type: none"><li>* Improving attendance and engagement</li><li>* Mathematics Curriculum Refresh</li><li>* Aotearoa NZ Histories</li></ul>		
<p><b>Goal 2</b> <b><u>School Culture</u></b> To promote and strengthen the culture, values and expectations based on "STRIVE"</p>	<ul style="list-style-type: none"><li>* Student behaviour</li></ul>		
<p><b>Goal 3</b> <b><u>Community Engagement</u></b> To strengthen parental, whānau and community partnerships to support student engagement, achievement and welfare</p>	<ul style="list-style-type: none"><li>* Community Consultation</li></ul>		
<p><b>Goal 4</b> <b><u>Staff Development</u></b> To strengthen staff abilities to support improved student achievement and strengthen staff collaboration and leadership within the school</p>	<ul style="list-style-type: none"><li>* Middle and Senior Staff Development</li><li>* Professional Growth Circles</li></ul>		

# Huia Range School

Annual Plan 2023

## **Strategic Goal 1a Student Achievement**

To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experience

### **Strategies**

Attendance – New Zealand & international studies have shown that school attendance is a leading indicator of future success.

Actions	Who/When/Resources	Outcome/Measure	Variance
Improve attendance to a minimum of 90% in every class	All staff	Average 90% attendance across the school	
Twice daily attendance records kept	Class Teachers		
Office personnel contact parents for every absence	Office staff		
5 days continuous absence requires a medical certificate	Principal		
Further absence - 1:1 meeting with parent/child	Principal		
5 weeks plan devised/agreed/implemented	Principal/Parent		
Daily plan follow up. Attendance reported to Principal	Office staff		
No improvement - involve attendance officer	Principal		
Attendance officer follows up	Attendance Officer		
Further parent meeting with attendance officer	Principal/Attendance officer		
Attendance Monitored	Office staff/Attendance officer		
Focus on "Hands on" and fun learning tasks	Team leaders and all teaching staff		
Participate in MOE funded intervention programmes ie Pukaha	Principal in conjunction with REAP, St Joes and DSS.		

# Huia Range School

## Annual Plan 2023

### **Strategic Goal 1b Student Achievement**

To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

### **Strategies**

Improve student achievement levels in Mathematics

Actions	Who/When/Resources	Outcome/Measure	Variance
Identify and sign contract with a maths facilitator <ul style="list-style-type: none"> <li>An action plan for PLD will be written and adhered to.</li> <li>Teachers work together in learning communities to create new solutions to raise student achievement and further develop pedagogy.</li> <li>Leaders and teachers participate in, contribute to and lead purposeful evaluation, inquiry and knowledge building.</li> </ul>	Principal Investigate possible kahui ako programme by 10th February	Teachers are confident in their teaching of mathematics  Steady and solid improvement in end of year maths OTJs	
Reintroduce across school basic facts programme	Maths Leader Budget \$3,000.00 for resources	Tamariki understand and know their levels and are motivated to improve.  Basic level results show steady and solid improvement.	
Target students (3-5 per class)	Identify target students, current level and goal to achieve and place on Google shared document  Monitoring across the year <ul style="list-style-type: none"> <li>- at team level</li> <li>- at full staff level</li> </ul> Reporting to the Principal week 8 every term  Reporting to The Board once per term	Teachers use 2021 agreed ideas of how to choose target students  All classes have named target students, with individual goals set  Initial levels and year's goals by the end of week 5 term 1. Reports by week 8 each term.  Analysed, graphed and reported at the next Board meeting after week 8 each term.	

# Huia Range School

## Annual Plan 2023

### **Strategic Goal 2 Student Achievement**

To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

### **Strategies**

Improve student behaviour

Actions	Who/When/Resources	Outcome/Measure	Variance
Revise PB4L programmes and expectations <ul style="list-style-type: none"> <li>• every class daily 10-15 min learning session</li> <li>• senior management (sm) monitor behaviour</li> <li>• sm problem solving meetings as needed</li> <li>• sm lead teaching sessions</li> <li>• interventions as per cico, principal monitoring, parent meetings, etc.</li> </ul>	PB4L Leader  TOday session  At least 1 staff meeting per term.  Monitoring of behaviour - where/when.  Full staff problem solving of concerning behaviour	Lower Stand down/suspension levels cf 2022.  Class rooms settled and teachers reporting solid, uninterrupted teaching time.	
Interventions undertaken by <ul style="list-style-type: none"> <li>• Police Education officer</li> <li>• REAP social media programme</li> <li>• Teachers</li> </ul>	Principal, DP and PB4L leader	Tamariki have an understanding of the pressures placed on them especially by peers and social media.	
Classroom 'hands on' learning	Class teachers plan and implement 'fun, but learning' activities  Discussed at staff meeting once per term sharing what is working and problem solving if 'things' aren't working	Tamariki report 'school' is fun and they are enjoying their learning.  Frustration levels are low	

# Huia Range School

## Annual Plan 2023

### **Strategic Goal 3** Community Engagement

To strengthen parental, whānau and community partnerships to support student engagement, achievement and welfare

#### **Strategies**

Undertake strong consultation with, iwi, whanau

Actions	Who/When/Resources	Outcome/Measure	Variance
Develop a Whānau Rōpu Māori forum to meet to discuss strategic vision and goals	Principal and Deputy Principal once per term.	Powerful and productive partnerships are evident with a voice contributing to the strategic vision of the school.  Whanau forum is strong and used as a resource to support our learning within school.	
Identify, recognise and invite Kaumatua/Kuia to be involved in school life	Principal and Deputy twice per year	Increased multi-generational support for the school programmes and tamariki	
Meet with Rangitane and Ngati Kahungunu CEO	Principal and Deputy once per year	School direction discussed in line with iwi development strategies	
Engage with both iwi representatives to determine ideas and directions for the school and continue to develop culturally responsive practices	Principal through the kahui ako and with the unit holder for te reo and tikanga	Ngati Kahungunu and Rangitane agree consultation has meaningfully been undertaken.  Staff continue to develop appropriate strategies.	
Review methods undertaken for consultation with the community and develop a plan of consultation for the next 3 years	Board of Trustees to review and develop plan by the end of term 3.	Plan developed for 2023 - 20245	

# Huia Range School

Annual Plan 2023

## **Strategic Goal 4**

### **Staff Development**

To strengthen staff abilities to support improved student achievement and strengthen staff collaboration and leadership within the school

### **Strategies**

Strengthening staff abilities and develop leadership

Actions	Who/When/Resources	Outcome/Measure	Variance
<p>Contract a facilitator</p> <p>Meet once per term - focus on pedagogy of leadership</p> <p>Meet 1 hour each individually per term for mentoring coaching</p>	<p>Organised by Principal and Deputy Principal</p> <p>Attendees - DP, AP, Team Leaders</p> <p>Strong budget commitment by the Board</p>	<p>Deputy Principal, Assistant Principal and Team Leaders feel supported in their roles</p> <p>Deputy Principal, Assistant Principal and team Leaders are confident and supportive in their position</p>	
<p>Appoint an Assistant Principal to provide development for a staff member</p>	<p>Principal to advertise internally (no actual vacancy)</p>	<p>AP appointed.</p> <p>DP workload partly shared</p>	
<p>Develop Professional Growth Cycles for all teaching staff.</p>	<p>Deputy Principal</p>	<p>Teachers set goals and regularly self reflect on progress.</p> <p>Teachers individually and collectively take responsibility for their own professional learning and development.</p> <p>Teachers develop an individual or group inquiry with a focus on professional growth and student progress and achievement</p> <p>New system is sound, compliant and reflects the principles of the accord signed by the MOE/ NZEI</p>	



# Huia Range School Goals 2022 Analysis of Variance Reporting

**Goal 1a - Student Achievement** To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p><b>Improve student achievement levels in Reading</b></p> <p>Lead by RTLit Supported by Deputy Principal 20 week supported programme including classroom release</p> <p>Wedge graphs used and discussed 5 times per term, at team level.</p> <p>Identify target students, current level and goal to achieve and place on Google or HERO shared document</p> <p>Monitoring across the year - at team level - at full staff level</p> <p>Reporting to the Principal week 8 every term</p> <p>Reporting to The Board once per term</p>	<p>March Initial BSLA PLD undertaken. Testing of students has begun, with reading lessons being demonstrated by the facilitator. Unfortunately Covid has also disrupted this process.</p> <p>May Covid completely disrupted the BSLA process for the remainder of the term. The facilitator is organising new meeting and training sessions. Monitored and targeted students agreed by week 5 term 1 updated to the principal by week 8. Progress noted as very low, again due to covid and related poor attendance.</p> <p>June BSLA training on hold due to staff illness. Monitored and target students due to be reported to the principal by the end of week 8.</p> <p>July Monitored and target students reported to the July Board meeting. BSLA training starting for 1 teacher in July. Previous teacher trainee resigned. NE and Year 1 students with trained BSLA teacher are progressing well</p> <p>August BSLA Training undertaken with 2 Teacher Aides. They are able to assist the teacher by working with groups and individuals and are able to assess the students when needed. The teacher being trained is enjoying, and responding well, to the learning and is actively putting the learning into practice in the classroom literacy programme.</p> <p>September The 2 Teacher Aides have started undertaking some of the testing for the teachers. It has been noted that the tamariki that started on BSLA in 2021 are progressing well ahead of tamariki the same age that did not start with the BSLA programme. The next target student report will indicate this. Training for 2 further teachers in the BSLA programme in 2023 has been booked for our school.</p> <p>October/November Monitored/Target students Term 3 update presented to the Board at the October meeting. Again noted that the year 0/1 that started with BSLA are still making faster progress than those that haven't had this opportunity. The older year 2 students are making 'faster' progress than the younger year 2s. Checking attendance the younger students have mostly improved their attendance compared to earlier in the year, but the lower results are still from tamariki who have concerning attendance. BSLA training is confirmed for one junior teacher in 2023. This means all junior teachers will be fully trained by mid year. 2 further teacher aides have requested training and this will be undertaken by mid year.</p> <p>December Target and monitored student details for term 4 are currently being entered by teachers. Many of our students that have started between the beginning of the school year and mid year have made very good progress and in the last term have gained between the expected 3 levels and some as much as 5 levels. However the tamariki that have started from the beginning of term 3 until mid term 4 are making much slower progress being only 1 or 2 levels per term. Consideration needs to be given to why this pattern appears to be emerging.</p>	<p>Very disappointing results due to:</p> <ul style="list-style-type: none"> <li>* Covid</li> <li>* continuous changes of staff</li> <li>* very concerning attendance levels</li> <li>* lack of consistent teaching and learning opportunities</li> </ul> <p>6 year net results in targeted area show improvement over the 2021 year data. The areas are CAPs, vocabulary, dictation and word recognition.</p> <p>Letter ID is at the same level, but is too low for tamariki to advance well.</p> <p>Reading levels have significantly fallen in comparison to the 2021 year 1 data. One reason may be that BSLA does not focus on running records as an assessment. The books read are considerably different to BSLA checking books.</p>	<p>Continue undertaking PLD in BSLA to have all year 0 - 2 teachers trained.</p> <p>Investigate opportunity for year 3 - 4 teachers to undertake BSLA PLD in 2023/4 .</p> <p>Investigate using BSLA data for reporting to the board, rather than the current reading levels data.</p> <p>Year 1 - 2 teachers analyse and discuss 6 year net data</p> <p>Year 1 - 2 teachers analyse and discuss 2022 reading data.</p> <p>Year 1 - 2 teachers create reading plan for 2023</p>

## Huia Range School Reading Targets, 2023

### Strategic Goal

To raise student achievement and develop each child's potential with a strong focus on reading, writing and mathematics, through a balanced curriculum and rich learning experiences.

**Strategies** Professional Learning for all teachers of reading, specific in-class support provided by the Literacy Team  
Undertake Teacher Inquiry based on improving student reading achievement

### Annual Goals

1. To increase the number of students achieving at or above by the end of year 2.
2. To increase the number of students achieving at or above by the end of year 2.
3. To increase the number of students achieving at or above by the end of year 8.
4. To increase the number of students achieving at or above in the 2022 6 year net results.

### Baseline Data at/above 2021

Year 1 2021	All - 42%	Boys -50%	Girls - 37%	Maori - 42%	Pakeha - 67%	Other - 67%
Year 1 2022	All - 40%	Boys - 38%	Girls - 43%	Maori -39%	Pakeha - 17%	Other - 67%
6 Year net 2021	All students Read Levels 42%	Letter ID 41%	CAP 14%	Dictation 11%	Vocabulary 31%	Word Recognition 7%
6 year net 2022	All students Read Levels 27%	Letter ID 41%	CAP 54%	Dictation 59%	Vocabulary 50%	Word Recognition 52%
Year 2 2021	All - 56%	Boys - 55%	Girls - 58%	Maori - 52%	Pakeha - 63%	
Year 3 2022	All - 48%	Boys - 47%	Girls - 50%	Maori -32%	Pakeha - 86%	Other - 67%

# Huia Range School Goals 2022 Analysis of Variance Reporting

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)																																				
<p><b>Attendance – New Zealand &amp; international studies have shown that school attendance is a leading indicator of future success.</b></p> <p>Improve attendance to a minimum of 90% in every class</p> <p>Twice daily attendance records kept</p> <p>Office personnel contact parents for every absence</p> <p>5 days continuous absence requires a medical certificate</p> <p>Further absence - 1:1 meeting with parent/child</p> <p>5 weeks plan devised/ agreed/implemented</p> <p>Daily plan follow up.</p> <p>Attendance reported to Principal</p> <p>No improvement - involve attendance officer</p> <p>Attendance officer follows up</p> <p>Further parent meeting with attendance officer</p> <p>Attendance Monitored</p>	<p>March And then Covid hit! The average attendance across the school has ranged from 66% to 58% across the month of March. Some children who have parents being very cautious have been absent most of the month. Home Learning packs have been delivered to students who have household contacts.</p> <p>May Solid mahi through the school office and the Attendance Service has seen a very good level of return to school from most tamariki.</p> <p>June A very nasty flu round has hit children with many being absent up to a week. Some parents reporting symptoms much worse than Covid. Continued monitoring of recidivist students. A high number of students referred to the Attendance service. "Calendars" and letters sent home to parents.</p> <p>July Attendance remains poor with ill health continuing. Attendance officer being strongly used and improving individual attendance.</p> <p>August The recidivist offenders have dropped in number after involving the Attendance Officer and monitoring their attendance and discussing it with them and parents. An incredibly high level of illness is persisting since the beginning of the term and no end appears to be in sight. Children are absent for 3 to 4 days with each bout of illness.</p> <p>September A further group of tamariki have been referred to the Attendance Officer. This is improving individual/family attendance. It will be necessary to complete the term attendance summary for the next Board meeting to see that the improvement is there or whether new individuals or families have fallen lower. A new trend of whanau taking tamariki home earlier than 3.00pm has started. Parents are turning up from 12.30ish -2.30pm and some have good reasons - doctor/specialist appoint for grand/parent and won't be back in town on time. Others are pretty weak reasons. It is tempting to tell whanau that teachers aren't babysitters for times that suit whanau to send them to school!</p> <p>October Analysis of term 3 data for year 7/8 students shows a pleasing overall improvement over terms 1 and 2 data. The greatest improvement was consistently between term 1 and term 3.</p> <table border="1" data-bbox="398 997 1048 1284"> <thead> <tr> <th></th> <th></th> <th>Term 1</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>Year 7 Pakeha Girls averaged</td> <td></td> <td>81%</td> <td>90%</td> </tr> <tr> <td>Year 7 Maori Girls averaged</td> <td>54%</td> <td>85%</td> <td></td> </tr> <tr> <td>Year 7 Pakeha Boys averaged</td> <td>76%</td> <td>88%</td> <td></td> </tr> <tr> <td>Year 7 Maori Boys averaged</td> <td>76%</td> <td>89%</td> <td></td> </tr> <tr> <td>Year 8 Pakeha Girls averaged</td> <td></td> <td>88%</td> <td>89%</td> </tr> <tr> <td>Year 8 Maori Girls averaged</td> <td>78%</td> <td>87%</td> <td></td> </tr> <tr> <td>Year 8 Pakeha Boys averaged</td> <td>76%</td> <td>84%</td> <td></td> </tr> <tr> <td>Year 8 Maori Boys averaged</td> <td>66%</td> <td>83%</td> <td></td> </tr> </tbody> </table> <p>November Attendance is continuing to improve for all but a few tamariki. The Attendance Officer is following up with individuals and families. The barrier to improvement appears to be parent attitude. They are stating their tamariki are unwell, so are unable to attend, but when they return to school there is no sign of illness and younger tamariki regularly say the stated home because they were allowed to. Beginning to really push for doctors' certificates from some of the more concerning families.</p> <p>December The final attendance check will be completed as school closes for the year on Friday. Across the school attendance has continued to improve until week 8 of the term. A number of children have finished school for the year and have travelled to Australia to visit family for the holidays. Others are also starting holidays early and departing around New Zealand. This will affect the overall attendance for the term and the year. Most of these parents have not discussed their tamariki being absent.</p>			Term 1	Term 3	Year 7 Pakeha Girls averaged		81%	90%	Year 7 Maori Girls averaged	54%	85%		Year 7 Pakeha Boys averaged	76%	88%		Year 7 Maori Boys averaged	76%	89%		Year 8 Pakeha Girls averaged		88%	89%	Year 8 Maori Girls averaged	78%	87%		Year 8 Pakeha Boys averaged	76%	84%		Year 8 Maori Boys averaged	66%	83%		<p>Attendance 2022 - the term 4 summary from the Ministry was included in the January meeting documents and has been re-included in this month's documents.</p> <p>It is noted that the overall attendance for the term was 85%. 43.4% achieved the 90% or higher level. The lowest performing group are the year 1 cohort at 28.6%. The second lowest is the year 8 group at 36.8%. All other groups are between 40 and 60%</p> <p>Of our Maori tamariki 37.9% achieved the 90% or higher level. Of our Pakeha tamariki 55.3% achieved the 90% or higher level. Of our Females 40.4% achieved the 90% or higher. Of our Males 46.1% achieved the 90% or higher level.</p>	<p>Analyse individual attendance data.</p> <p>Identify tamariki with under 70% attendance across the 2022 year.</p> <p>Strongly monitor these tamariki and meet with whanau if an improvement isn't seen in the first 4 weeks of 2023.</p> <p>Discuss how to improve Attendance Officer's outcomes.</p> <p>Follow the attendance plan.</p>
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## Huia Range School Goals 2022 Analysis of Variance Reporting

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>Assessment - Effective assessment practice will be used to analyse data in order to identify individual student needs and inform teaching practice.</p> <p>Embed the PaCT learning into 'normal' classroom practice</p> <p>Teachers continue to develop knowledge and understanding of assessment practice</p> <ul style="list-style-type: none"> <li>- When to assess</li> <li>- How to assess</li> <li>- Why they are assessing</li> <li>- What to do with the data</li> </ul> <p>Teachers will be supported in their use of the progressions and a range of other assessment tools to gather information about student achievement in reading, writing and maths.</p> <p>Gathered information will be used by teachers and students to identify next steps for learning.</p> <p>Recording of data will be linked to the HERO SMS</p>	<p>March PaCT sessions held on TOday as a full staff and in teams.</p> <p>May HERO goals developed across reading, writing and maths, across all curriculum levels developed by teaching teams. Clear progressions seen in all areas. Mid year reporting to parents developed and ready for teacher input in all year levels.</p> <p>June Teachers working on HERO to complete parent mid year reports. Principal undertook PD on how to use Hero to report to the Board on achievement levels. Improvement of achievement levels will only be available into next year due to only 1 current round of data.</p> <p>July With further staff changes PaCT requires continual retraining for all staff to be able to effectively use the assessment tool. Staff frustration is noticeable. See the HERO comment.</p> <p>August/September No further update</p> <p>October Decision made to discontinue PACT. The understanding of individual signposts in all areas are too in-depth for easy understanding for new staff, who would require considerable training. Hero will be used for overall assessments.</p>	<p>PaCT discontinued. Constant changes of staff, all who have previously not undertaken any PaCT development has meant over 50% of staff need constant support for this tool be useful and successful as an assessment tool in the school.</p>	

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>HERO SMS - To consistently work through the plan to ensure all staff can effectively use the system to support school and classroom administration, assessments and communication.</p> <p>To complete the transition from the old SMS to HERO by following the detailed plan provided and supported by Hero</p>	<p>March Attendance is working very well for all staff, except for relievers (which was expected). Teachers are successfully accessing required background. Staff understand and successfully use staff feed for communications. areas of information about individual students. Goals further developed and refined across reading, writing and maths, in teams and by individual team leaders. Teachers are able to put 'judgements' into the system and parent reports should be able to be generated during term 2.</p> <p>May Open to parents in relevant areas for their individual children, See comments above.</p> <p>June Teachers are confidently starting mid year reports to parents. Minor hiccups have been easily solved by the deputy principal.</p> <p>July Individual imd year reports completed and HERO opened to parents. Parent/teacher interviews will indicate level of parent understanding. Teachers of New Entrant to Year 6 have reported that deciding goals that have been met in curriculum areas was reasonably easy to do in comparison to previous systems. Deciding what students have achieved was easy to do because they had set the goals and they are all in plain English. HERO also gives a percent achieved at each level of the curriculum. Year 7/8 teachers found the decisions a little harder because they needed to go through 6 or 7 years of work to tick off goals that have been achieved before deciding which goals had been achieved this year. The end of year reports, and future years, will be easier because goals will be ticked off as they are achieved across each term and will only need a final check. There is considerably more accountability on each teacher as the goals ticked off remain ticked off. Reports from previous years will also be available to parents.</p> <p>August Parent interviews occurred earlier this term, based on the reports that were sent home from HERO. A lot of parents commented that they were quite hard to understand and while it was good to see what children were going to work on next, they would also have liked to see what the children can do, or have just achieved. This information was available on the online version but most parents just read the printed version (as I would have done!). A number of parents also had difficulty understanding the percent values across the learning areas. Parent discussions needed. Teachers are continuing to 'tick off' goals as they are achieved. This will simplify the end of year reports.</p> <p>September No updates for this meeting</p> <p>October Working very well for staff. Updates completed as individuals and groups achieve the set goals. Staff have started work on end of year reports to parents.</p> <p>November Reports to parents will be completed by 2nd December and will be fully checked by the Deputy and Principal and available to parents online during the last week of the school term. Staff that have consistently updated the Hero goals since the mid year reports are finding end of year reports much easier than the mid reports were, because the base is firmly in place. Planning lessons are also easier because the gaols are sequential and clearly obvious as next steps in tamariki learning. Because the reports are online, parents will be able to access more information than is available on the printed versions. Parents without access have been asked to inform the school and reports will be printed for them.</p> <p>December Tamariki end of year reports are completed across the school, with parents being able to access them online from mid December. Teachers have stated that the reports were easier to complete than mid term because of the cumulative data already on the HERO programme. Providing teachers add goals, as tamariki achieve them, throughout the term there is only a quick check needed and adding the final general comment.</p>	<p>HERO very well integrated into the school assessment system, without teachers having to learn new meanings and levels.</p> <p>HERO is clearly based on the NZ curriculum levels making assessments more professionally undertake.</p> <p>Next learning steps are very obvious for both taariki and teachers.</p> <p>Reporting achievements to parents and caregivers is easily undertaken.</p>	<p>Upskilling parents to confidently access and read tamariki reports on HERO.</p> <p>Continue integrating HERO aspects into general classroom use. The first aspect being the ability to add tamariki work samples to their individual records, that can be easily accessed by appropriate whanau.</p> <p>Ensure that all teachers are using the HERO goals to identify next learning steps and working on them.</p>

# Huia Range School Goals 2021 Analysis of Variance Reporting

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>To strengthen school expectations of cultural relationships for responsive pedagogy in all classrooms</p> <p>All staff meetings start/ finish with 10-15 minutes te reo with particular focus on:</p> <ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Tikanga start/end of day</li> <li>- Individual teacher and student mihi</li> <li>- Empowering te reo within classrooms.</li> <li>- Te koopu te wiki</li> <li>- Waiata</li> </ul> <p>Revitalise kapa haka</p>	<p>March A lot of planning is completed. Few staff meetings being held, due to Covid. Middle team kapa haka is being practiced outside, to undertake the powhiri process. Resources are being sorted into 3 trolleys - one per syndicate of poi, rakau etc.</p> <p>May 1st powhiri successfully undertaken to welcome a new staff member and whanau. Some adaptations due to covid restrictions. A staff member has offered to undertake fortnightly te reo lessons starting 12th May</p> <p>June 2nd powhiri undertaken to welcome a new staff member and whanau and new students. Adaptions still in place. Staff te reo lessons proving popular and successful. A Rangitane elder attended the second lesson and shared valuable knowledge of the local area. The middle team equipment trolley is getting regular use and is being enjoyed by students as they learn how to use various pieces.</p> <p>July Continuing te reo sessions are being held fortnightly on Thursday afternoons. Staff report feeling comfortable in their learning and the sessions are well prepared and cover a good level of reviewing and learning new information. Planning is underway for across school new learning for students, rather than continually repeating koopu te wiki each year across the school. The Poppy and Charlie te reo broadcasts are continuing and being used by teachers to reinforce student learning.</p> <p>August The Matua from Rangitane has visited the adult te reo group to provide some background to the local Tamaki-Nui-a Rua history. He has also lead a staff meeting based on the history and expectations of a pepeha, giving examples of different iwi from around Aotearoa.</p> <p>September Sausage sizzle to support te re o te wiki by Ngati Kahungunu held, with tamariki being required to ask and say thank you for their totiti in te reo. A very successful event. Most classes are joining a waiata session at 9.05am each morning. Very enjoyable for those participating. Staff te reo sessions are continuing through the term and a noticeable improvement in staff confidence to give new words a go and encouraging tamariki in classrooms.</p> <p>October The Kahui Ako Rangitane day was held on Friday 14th October for the full day. All full time teachers and most part time relievers and over half of our teacher aides attended the experience. We were formally welcomed through the Rangitane powhiri process. This was followed by a historical account of how Rangitane arrived in Tamaki Nui A Rua, where these names originated from and the geneology of Rangitane (the person). We learnt a Rangitane waiata that details Rangitane geneology. We then looked at The Declaration of Independence (signed 1835), the 3 versions of Ti Tiriti o Waitangi and the affect on Maori that changing legislation from 1840 until around 1900 had. This legislation all but completely overrode Ti Tiriti. A very informative, but somewhat challenging day, that will help staff with the Aotearoa Histories curriculum requirements. Further support from Rangitane has been requested. A meeting with Ngati Kahungunu is planned for Tuesday 25th October to plan the Teacher Only Day on the 30th January, 2023.</p> <p>November Daily waiata across the school is continuing. Aotearoa Histories are slowly being introduced. The year 7/8 have looked at Maori Legends around arrival in New Zealand and then viewed the film 'The Whale Rider'. Students are currently responding with their ideas around the history and the film and are hoping to do a display for parents before the end of the year. 3 children participated in a pounamu workshop with our local Resource Teacher of Maori, making their own pendant.</p>	<p>Due to Covid the school kapa haka did not revitalise.</p> <p>However, Ngati Kahungunu staff undertook kapa haka across the full school working with individual teams weekly during the whole of term 4.</p> <p>Stronger, positive relationships have been built with both the local iwi - Rangitane and Ngati Kahungunu.</p> <p>Most tamariki are able to speak their mihimi</p> <p>Te reo lessons for staff have occurred fortnightly and are popular with staff.</p> <p>Daily waiata to start the day has been consistently undertaken.</p> <p>Building of a strong whakatau to welcome new tamariki, whanau and staff.</p>	<p>Working with Ngati Kahungnu and Rangitane to continue the team kapa haka but also build a competitive roopu that can represent the school.</p> <p>Continue with daily waiata to start the day.</p> <p>Strengthen and ensure all tamariki and staff are comfortable and knowledgable about the school whakatau.</p> <p>Continue with the fortnightly te reo lessons for staff.</p>

# Huia Range School Goals 2021 Analysis of Variance Reporting

Actions (what did we plan to do?)	Actions (What did we actually do?)	Outcomes (what Happened?)	Evaluation (where to next?)
<p>Explore Place Based Curriculum in terms of the school's localised curriculum</p> <p>Discuss curriculum - Rangitane/ Kahungunu Is this approach suitable in Tamaki-nui-a-rua?</p> <p>How could this be supported at Huia Range School?</p> <p>How do we involve whanau?</p> <p>How are any changes added into the current local curriculum document?</p> <p>Undertake the Rongohia te Hau survey</p> <p style="text-align: right;">- tamariki - whanau - staff</p>	<p>March Tasks on hold due to Covid. PLD commencing around hybrid learning.</p> <p>May No update available</p> <p>July As of the end of term 2 there is no further support available for the Rongohia te Hau survey through the kahui ako.</p> <p>August As part of the kahui ako, met with Rangitane representatives to discuss/plan staff involvement in learning about Aotearoa Histories, particularly around the Declaration of Independence, Treaty of Waitangi and the our local area. Planning is underway for a TOD on Friday 14th October. The Waikato University group, Poutama Pounamu, is applying for further funding to work with the Dannevirke kahui ako</p> <p>September TODay planning finalised for 14th September with Rangitane. A full day will be spent at Makirikiri Marae learning the local and National Rangitane history and stories. The Ngati Kahungnu TODay has been postponed at the school's request to ensure the day is available for all staff. The day now planned is Monday 30th January to visit Akitio Beach and the old school site before visiting Akitio and Tau Tane Stations. From the top of Tau Tane the view along the coast and inland is unrivalled. The hilltop overlooks the historical training grounds of the warriors and Tohanga and the area that the wahine went to for many generations to give birth. Ngati Kahungnu staff have produced a booklet with a story, pictures and writing space to be used by our tamariki as they learn about the history of the Tamaki nui a rua area. Another 6 stories are planned.</p> <p>October A meeting with the full Kahui Ako is planned for Thursday 3rd November to discuss and assess the direction schools are/n't going with this work. A clear plan is expected to be developed and agreed on.</p> <p>November The school is exploring changing to the the iwi/hapu model for daily lunches lunches for our tamariki. There are 2 main goals - 1. to improve the standard of the lunches so the are consistently eaten by iour tamariki and 2. to connect with one our iwi to supply the lunches by building capacity in our whanau to provide appropriate healthy lunches while being genuinely employed.</p> <p>December Kapa haka tuition by kahungunu tutors has continued once a week with all junior, middle and senior tamariki and has been offered for 2023. Rangitane has won a contract to also work with schools providing kapa haka support. Hui will be undertaken with both groups to ensure kapa haka full school tutorials continue and one group tutors our interested tamariki form year 4 to year 8 to be a competitive roopu. This would be a group of around 50 students and they would be expected to undertake powhiri and performances that represent our school. Staff te reo lessons have continued across the term every second week on a Thursday afternoon.</p>	<p>There was no follow up from the Waikato University group, Poutama Pounamu so the Rongohia te Hau survey was not undertaken.</p> <p>A very successful (and for some), challenging day held at Makirikiri marae.</p>	<p>Undertake a complete reset of the Huia Range localised curriculum and more strongly integrate the Aotearoa Histories, particularly local histories and stories.</p> <p>Set up at least one whanau support group of a maximum of 10 adults to meet regularly to discuss tamariki wellbeing, goals and the school curriculum.</p> <p>Undertake the Ngati Kahungnu day at Akitio to develop a wider understanding of local history.</p>

# School Operations, Governance and Management

## Nag 1 Student Achievement

Key school documents that inform the School Charter relating to curriculum include:

- New Zealand Curriculum Framework
- Teaching as Inquiry
- School Curriculum; intentions to meet requirements of the NEG's, NAG's, National Education Priorities, & National Standards. Curriculum Achievement Action Plans
- Student Assessment schedule
- Student individual achievement folders
- Associated Policies
- Huia Range School Annual Plans

## Nag 2 Self Evaluation

Key school documents that inform the School Charter relating to self evaluation include:

- Strategic goals based on strategic, regular and emergent self reviews
- Job Descriptions ^ Performance Agreements ^ Staff appraisals & attestation
- Standards of the Teaching Profession
- Professional dialogue sessions
- Teaching as Inquiry
- Accidents & Medical register
- Huia Range School Annual Plans

## Nag 3 Personnel

Key school documents that inform the School Charter relating to personnel include:

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Education Council Practicing Teacher Criteria
- Staff Handbook, Parent Handbook
- Staff Professional development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Huia Range School School Annual Plans



#### **Nag 4 Finance/Property**

Key school documents that inform the School Charter relating to finances include:

- Annual Budget
- 10 Year Property Plan
- 5 Year Property Schedule
- SUE Reports
- Assets Register
- Auditors Reports
- Maintenance Schedule
- Hazard's Register
- Health and Safety Procedures
- School Lockdown & Evacuation Procedures
- Plant & Machinery Practices & Procedures
- Insurance
- Associated Policies & Procedures
- Huia Range School Annual Plans

#### **Nag 5 Health & Safety**

Key school documents that inform the School Charter relating to health and safety include:

- Strategic Plan
- Operational Plan
- Hazard's Register
- Maintenance Schedule
- Emergency Plan / Pandemic Plan / Evacuations Procedures/ School Lockdown Procedures
- Student Support Programmes and Procedures
- School Health & Safety Management System
- Vulnerable Children's Act
- Associated Policies
- Huia Range School Annual Plans

The Huia Range School Board have endeavoured to be a fair and good employer in all areas of employment across the full school year.

Charter document agreed on 28th February, 2023 by Huia Range School Board of Trustees.

Signed Elizabeth Jackson - Presiding Member

Signed Robyn Forsyth - Principal

Copy sent to the Ministry of Education via MOE portal by 1st March, 2023