



HILLPARK SCHOOL CHARTER 2020 -2022





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School Description

Hillpark School began in 1967 and is situated in a picturesque area of Auckland, adjacent to the Botanic Gardens, renowned for its well-developed native bush and park-like areas.

530 students from diverse multicultural backgrounds attend the school with many ex-pupils now enrolling their own children. Hillpark is recognised as a high performing school with consistently positive ERO reports.

The Board of Trustees is deeply committed to supporting all staff through professional development and providing a high quality physical environment. Similarly, the PTA supports the strategic aims of the school through fundraising and other activities. Parental involvement and support for the school is considerable.

Leading and teaching at the school is recognised throughout the profession as a positive opportunity for career satisfaction and development. Staff work collaboratively in a climate of trust, vision and purpose.

We believe that Hillpark School offers a rounded and challenging adventure in an idyllic urban setting.

State Primary School – U6 Years 1 – 6 – Decile 4
Current Roll 505

- | | |
|-----------------|--|
| Teaching Staff: | - Principal |
| | - Associate Principal |
| | - 2 Deputy Principals |
| | - 4 Team Leaders |
| | - 17 Base Scale Teachers |
| | - 2 Learning Support Teachers |
| Support Staff: | - 2 Secretarial/Clerical |
| | - 1 Finance |
| | - 4 ESOL Teacher Aides |
| | - 4 Learning Support Teacher Aides |
| | - 2 Administration Support Teacher Aides |
| | - 1 Property Manager |
| | - 1 Assistant Property Manager |

Shared Vision

Hillpark School is a unified community where learners aspire, grow and achieve. Children and deep learning are at its heart. Learning experiences uphold the school values, the New Zealand Curriculum, Te Tiriti o Waitangi and the principles of cultural competency. A safe, professional environment promotes respect for diverse ideas. Parents observe positive learners, displaying honesty, integrity and enthusiasm. Effective communication ensures that whanau, staff and children are actively engaged in all areas of school life.

Children's strengths and areas for improvement are clearly understood by whanau and informed by achievement data that is collected using a variety of techniques. Our children are assessment capable learners who reflect on their learning to identify their next steps.

Strong emphasis is placed on strengthening the home and school partnership with a high level of involvement from the wider school community in local curriculum design. We adopt a high trust, whole school approach for our ākongā.

Teachers are encouraged to collaborate, reflect, be challenged and grow in a well-resourced and future focussed environment. Their personal professional knowledge is valued and utilised to further drive improvement and facilitate distributed leadership opportunities.

Hillpark School is acknowledged by its diverse community as a place where learning is challenging, enjoyable and inclusive. Success is shared and celebrated, and we inject a sense of fun into school life.

Reviewed 07/19

Hillpark School Values

- We value;
- Challenge
- Collaboration
- Diversity
- Learning
- Respect

Strategic Goals 2019 - 2022

- | | |
|--|---|
| 1. STUDENT ACHIEVEMENT
Resources/Programmes | 80% of students to be at or above Level 3 NZC by the end of Year 6 according to Literacy and Numeracy Progressions on Linc-Ed |
| 2. COMMUNITY ENGAGEMENT
Co-curricular activities, Behaviour
Leadership/Transition/Engagement
Home/School Partnership/Unified Community | Whanau, students and staff are actively engaged in all relevant aspects of school life. |
| 3. PEDAGOGICAL AND ANDRAGOGICAL EXCELLENCE
Supportive/Challenging Learning Environment/
Professional Development/Formation
Assessment/Trust | Effective staff whose practice is typified by professional inquiry and innovation. |
| 4. CULTURAL COMPETENCE
Te Tiriti O Waitangi/Recognise and Value
Learning Differences/Culturally Response
Pedagogy/Success as Maori | Accepting and embracing our cultural diversity.
Special focus of Maori and Pacific student's achievement. |

In addition to the four goals above that relate directly to student achievement, the Board of Trustees undertakes to take all reasonable steps to ensure that:

- the school is managed, organised, conducted and administered for the purposes set out or deemed to be contained in its charter;
- the school, and its students and community, achieve the aims and objectives set out or deemed to be contained in the charter within the resources and time available to it;
- the Board accepts its responsibility to comply with the National Education Goals, and the National Administration Guidelines as detailed on the following pages.

STRATEGY FOR IMPROVED STUDENT OUTCOMES 2020 - 2022			
Targets	Actions / Personnel	Actions / Personnel	Actions / Personnel
STUDENT ACHIEVEMENT	2020	2021	2022
<ul style="list-style-type: none"> • Improving targeted student achievement in reading, writing and maths for diverse students as follows <p>Reading By the end of 2020 76% By the end of 2021 77% By the end of 2022 80%</p> <p>Maths By the end of 2020 76% By the end of 2021 80% By the end of 2022 80%</p> <p>Writing By the end of 2020 71% By the end of 2021 74% By the end of 2022 76%</p>	<ul style="list-style-type: none"> • Reinforce new achievement analysis practice , target setting and reporting with Leadership and Assessment Contract facilitator. (LT) • Leadership and Assessment Contract Year 2: Focus on Leadership Team developing observation and feedback skills in relation to teacher’s target groups. (Teaching Staff / LT) • Implement New Pedagogies for Deep Learning for Inquiry • Formative Assessment Visual Tracking programme to be consolidated at all levels – focusing on a progression of learning intentions with language common to all children enabling them to identify their current achievement level and next steps for learning (Team Leader and LT) • Modify reporting system re: Linc-Ed SMS to identify new entrant learning needs more 	<ul style="list-style-type: none"> • Leadership and Assessment Contract Y3 to embed work on OTJ formulation and targeted strategies to raise achievement in the core learning areas • Modify this PD to include evaluation of needs from 2019. (AP) • Mathematics Lead teacher to coordinate initiative monitoring, Parent education nights, and curriculum development • Extend this initiative to reading / writing (Lead Teacher Curriculum Area) • Review of Visual Tracking system with feedback to modify (TL / AP) • Integrate Visual Tracking into Three-way Conference structure and student comment on reports (T/L / AP) 	<ul style="list-style-type: none"> • Consolidate Leadership and Assessment Team as conduit for all assessment and intervention initiative centre for school. External evaluation of OTJ formulation. • Design intervention systems similar to ALIM model to further improve achievement for targeted students in other curriculum areas. • Linc – Ed / SMS progress charts to integrate Visual Tracking fully developed and presented on reports to home.

<p>Year 6 students achieving in all three areas at 80% at or above national standards.</p> <p>Operational planning will specify target groups including numbers / percentages of children at each year level and the intervention designed to raise achievement.</p> <p>Continue IMSACTs (Identified Maori Student Achievement Targets) and IPSACTs (identified Pacific Student Achievement Targets) to monitor effectiveness of interventions in these areas.</p> <p>Maori and Pacific Students achieving at or above general cohort levels above.</p> <p>All students able to verbalise and demonstrate proficiency in using the 'NPDL' model including use of rubrics in assessment.</p>	<p>effectively and action interventions. Develop real time reporting</p> <ul style="list-style-type: none"> • Modify analysis and reporting system to allow parents to identify current achievement and progress over time at school. (TL, AP and DPs) online • Involvement in Reading Intervention programme Quick 60 to raise 20 Year 1 - 3 target students' achievement (AP) – add ddd • NPDL' Hillpark Inquiry model reviewed at the start of 2019 has a visual representation / description of each stage to guide teacher's practice in promoting children's efficacy in Inquiry Learning from Year 1 – 6. (AP) • This model will be highly visible and implemented in learning programmes.(Teachers) • Evaluation and self –review of practice • Align assessment and evaluation practice in Inquiry with Key Competencies and Skills (AP /NPDL team) • Implement Tier 3 PB4L 	<ul style="list-style-type: none"> • Seek feedback from school community about clarity of reports and ideas for improvement • Further development of schoolwide PB4L approach to support children to learn effectively – apply for Level 2 • Further development of Manu Maori and Pasifika Talanoa initiatives to engage whanau to support learning of tamariki • Increase student ability in order for them to understand their learning and become more self-directed more self-directed 	<ul style="list-style-type: none"> • Develop parent portal for direct access to student progress and achievement information. • Respond to PB4L SET Data for 2021 and introduce Level 2 initiatives <hr/> <ul style="list-style-type: none"> • Demonstrate independent knowledge and use of the 'NPDL' model
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HILLPARK SCHOOL STRATEGY FOR IMPROVED STUDENT OUTCOMES

Targets	Action / Personnel	Action / Personnel	Action / Personnel
COMMUNITY ENGAGEMENT	2020	2021	2022
<ul style="list-style-type: none"> Strengthening the home – school partnership to support learning so that 80% of the school community are involved in relevant school – events – to improve diverse student achievement, wellbeing and success 	<ul style="list-style-type: none"> ‘Support fundraising efforts of the PTA for ongoing school resourcing and developments (Principal) PTA will be consulted as specific focus group for consultation (BOT) Major community consultation to ascertain school community perceptions of school effectiveness (BOT / Principal) Curriculum Information support evenings provided for parents (AP / DPs / Curriculum Leaders) Manu Maori and Mana Pasifika Team consultation nights to share progress and develop strategies to improve relevant plans, engagement and achievement of these students (DPs) Communicate progress on Maori students matching or exceeding general populace in reading, writing and mathematics (Leadership Team / Teachers) Parent nights to inform community about general achievement levels and initiatives (Teaching Team) Develop Linc – Ed communication and financial portals with school community. 	<ul style="list-style-type: none"> Implement relevant feedback initiatives from community consultation (Principal) 	<p>→</p>
		<ul style="list-style-type: none"> Further improve Pacific Student Achievement in relation to general populace. Implement Mana Pasifika Plan (DP) 	<ul style="list-style-type: none"> Major combined hui to report and celebrate Manu Maori and Mana Pasifika improvements in engagement And achievement (Leadership Team) <p>→</p>

HILLPARK SCHOOL STRATEGY FOR IMPROVED STUDENT OUTCOMES			
Targets	Action / Personnel	Action / Personnel	Action / Personnel
CULTURAL COMPETENCE	2020	2021	2022
<ul style="list-style-type: none"> • To build a deeper understanding of and an ongoing partnership for learning with our diverse cultural community • See Cultural Diversity re Maori / Pacific Dimension Plan below 	<ul style="list-style-type: none"> • Foster and encourage participation in school based cultural groups and performances (Curriculum Leader) • Develop and implement a plan to acknowledge the major events in our children's cultural calendar eg. Diwali and language weeks (Leadership Team) • Raise staff knowledge and cultural competency about the various cultures that make up our student population (Leadership team / Consultants) • MAC work continues • Consolidate kapa haka and powhiri for new entrants and visitors. 		→
			→
			→

CULTURAL DIVERSITY AND MAORI / PACIFIC DIMENSION

How the school will reflect:

New Zealand's cultural diversity

- All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all children, irrespective of cultural backgrounds.

The unique position of the Maori culture

- All staff members are expected to develop an awareness of tikanga Maori and Te reo Maori, and to incorporate these into classroom programmes.
- Hillpark School will encourage better cultural understanding, consistent with the Treaty of Waitangi and an environment that supports Maori children experiencing success as Maori

What reasonable steps will the school take to incorporate tikanga Maori (Maori protocol and culture) into the school's curriculum?

- We encourage staff to acquire greater knowledge of exactly what understandings need to be developed with students for implementing Treaty of Waitangi obligations.
- Programmes to have a Maori dimension wherever possible. Greetings, commands and language related to everyday "labels" for objects and for days, dates and numeration will be used. Study topics include components of tikanga Maori as appropriate to the topic and the class level. This is included in weekly and long term planning.
- The above initiatives will be supplemented by regular professional development in te reo, taha Maori and where possible, a Kapa Haka Group.
- The school logo and other language texts and symbols in the physical environment will reflect Maori culture and inclusiveness.
- PB4L initiatives will include cultural responsiveness in any initiative or review

What will the school do to provide instruction in te reo Maori (Maori Language) for full time students whose parents ask for it?

All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and the availability of accommodation within the school. A nearby local school (Finlayson Park) has a bilingual unit and this will be made known to parents/caregivers who want instruction in Te reo Maori. Partnerships will be explored with other neighbouring schools who provide the required level of te reo to provide the student with a portion of the learning week in their programmes.

What steps will be taken to discover the views and concerns of the school's Maori community?

- Seek to have Maori and/or Pasifika representative on the board of trustees
- Consolidate the Manu Maori Team Action Plan
- The school consults with the Maori community through the Maori trustee and through Leadership initiatives such as newsletters, personal letters from the Principal to the whanau, informal dealings with families, maintaining an open door practice and encouraging whanau to approach the school.
- Consultation opportunities that focus on their children's success as Maori, including their achievement will be given to Maori families in a culturally appropriate setting

What steps will be taken to discover the views and concerns of the school's P.I. community

- A Pacific Island trustee is currently a board member as a result of the board identifying this as a priority and the board is committed to maintaining this position.
- Consultation opportunities that focus on their children's success as Pacific Islanders, including their achievement will be given to Pacific island families in a culturally appropriate setting. Initiate Mana Pacific Team Action Plan.



**HILLPARK SCHOOL
SELF – REVIEW PROGRAMME
2019 -2021**

Three Year Programme of Cyclical Policy and Procedure Self Review

NAG AREA	YEAR ONE 2020	YEAR TWO 2021	YEAR THREE 2022
NAG: 1 Curriculum & Assessment	<ul style="list-style-type: none"> Part of consultation survey Home Learning Review New Pedagogies for Deep Learning introduction 	<ul style="list-style-type: none"> Term 1: Curriculum Delivery 	<ul style="list-style-type: none"> Review Teaching and Learning Handbook
NAG: 2 Documentation & Self Review Strategic Plan Reporting	<ul style="list-style-type: none"> Endorse new policies via Schooldocs Review Charter Major Community Consultation BOT Election ERO Visit 	<ul style="list-style-type: none"> Term 1: Review Charter Term 4: Review Self Review System As per Schooldocs cycle 	<ul style="list-style-type: none"> Inform Schooldocs of changes to context
NAG: 3 Personnel	<ul style="list-style-type: none"> Review job descriptions Tailor Schedule of Delegations policy for Schooldocs 	<ul style="list-style-type: none"> As per Schooldocs cycle 	<ul style="list-style-type: none"> Review Job Descriptions
NAG: 4 Assets A Finance B Property	<ul style="list-style-type: none"> Automate Asset Register Become FFPS signatory 	<ul style="list-style-type: none"> As per Schooldocs cycle 	<ul style="list-style-type: none"> New 5 YPP Plan completed
NAG: 5 Health & Safety	<ul style="list-style-type: none"> Personalise Schooldocs policy 	<ul style="list-style-type: none"> As per Schooldocs cycle 	<ul style="list-style-type: none"> Review of monitoring checks

NAG: 6 Legislative Compliance

- Update Schooldocs online policy tool

- As per Schooldocs cycle

- As per Schooldocs cycle

Three Year Programme of Strategic Initiative Self Review

MAJOR AREA	YEAR ONE	YEAR TWO	YEAR THREE
NAG: 1 Curriculum & Assessment	<ul style="list-style-type: none"> Identified curriculum, area/s from 2015 – continue focus on writing New SMS – Complete review of collection, reporting and analysis of data – SAF assistance Grow student voice in evaluation and assessment practice Gifted and Talented review Health Consultation ALIM Reading Quick 60 PD 	<ul style="list-style-type: none"> The Arts / Dance / Drama / Visual Arts Embed culturally inclusive teaching practice – Ka Hikitia / Taitako 	<ul style="list-style-type: none"> Technology / Science Teaching and Learning Handbook
NAG: 2 Documentation & Self Review Strategic Plan Reporting	<ul style="list-style-type: none"> Term 4: Review of targets and initiatives to raise achievement – see NAG:1 Term 2: Review Strategic Direction, Charter Comprehensive community survey Website and App Development construction Mana Maori / Mana Pasifika consultation groups 	<ul style="list-style-type: none"> Modify School Charter in light of feedback Reporting to parents Inter - school moderation group 	<ul style="list-style-type: none"> Assessment and Evaluation Systems
NAG: 3 Personnel	<ul style="list-style-type: none"> Implement new leadership structure and roles Climate Survey actions Review all job descriptions Full office systems review Appraisal System 	<ul style="list-style-type: none"> Review of leadership structure staffing and school needs Embed Appraisal System 	<ul style="list-style-type: none"> School structure
NAG: 4 Assets A Finance B Property	<ul style="list-style-type: none"> Digital asset register Draft plan for 5YPP items Use contingency to remediate prefabs /server room 	<ul style="list-style-type: none"> Review Financial Systems 5YPP finalisation 	<ul style="list-style-type: none"> Initiate and complete 5YPP projects

NAG: 5 Health & Safety		<ul style="list-style-type: none"> In depth review of health and safety practice effectiveness 	<ul style="list-style-type: none"> First Aid Training re-training Successful embedding of PB4L Level 1 as reflected in SET data 	<ul style="list-style-type: none"> Full Audit PB4L Level 2 commencement
NAG: 6 Legislative Compliance		<ul style="list-style-type: none"> Ensure Schooldocs policies cover all legislation 	<ul style="list-style-type: none"> Review of compliance areas 	<ul style="list-style-type: none"> Review of Schooldocs system



ANNUAL STRATEGIC TARGETS 2020

NAG: 1 MATHEMATICS NATIONAL STANDARDS TARGETS 2020

Baseline Data and Analyses: Percentages of students historically at or above the national standard are; 2013 (70%) 2014 (74%), 2015 (75%), 2016 (69%), 2017 (78%) and 2018 (80%). In 2018 72% of Maori and 71% of Pasifika students achieved at these levels comparatively. 82% of girls achieve at these levels and 73% of boys.

Targets	Actions / Timing	Personnel	Resources/ Budget	Indicators	Results
<p>Targets</p> <p>Global: 80% of students at or above global expectations in relation to national standards</p> <p>Specific Target: To increase significant nos of children below to at or above – particularly Maori and Pacific children</p> <p>IMSACT: To accelerate the progress of -the (%) of Maori girls and (Maori boys%) that are part of the specific target group</p> <p>IPSACT: To accelerate the progress of the % ()</p>	<ul style="list-style-type: none"> Teachers will identify children in all target groups and provide evidence about plans to meet, track and monitor these student's progress. Use of new planning and assessment system and visual tracking system Mathematics Lead Teacher to attend professional development modules to ensure staff are informed about effective intervention and assessment strategies ALIM 2 type programme will be implemented for in targeted classes The Visible Learning Wall concept will form part of the Evaluation Associates' PLD Plan for lifting achievement. Mana Pacific consultation nights Numeracy Parent Information evenings The New Pedagogies for Deep Learning Initiative will be combined with all curriculum plans 	<p>Teachers, Team Leaders, Leadership Team</p> <p>Rina /TBC</p> <p>Rina, Team Leaders</p> <p>Emma, Gavin, Rina, Tania Leadership Team,</p> <p>Rina, Leadership</p>	<p>Release x 4 days per year \$1200</p> <p>Release provided by ALIM contract plus \$3500</p> <p>PD and Curriculum Budget \$300</p> <p>Book Hall and \$150 food / \$150 for booklets / resources</p> <p>\$35 000 from PD budgets – applies to reading and writing targets</p>	<ul style="list-style-type: none"> Monthly checkpoints on the four children per classroom as the learning wall focus students – report to BOT at least four times per year Share best practice in range of forums Data collected, analysed and reviewed termly with further recommendations for improving outcomes Milestone achievement reports for ALIM Designated staff meetings and completion of MAC requirements 2 nights One night – multiple stages – Home School partnership NPDL progress reports Raised achievement related to initiatives 	

Analysis of Variance:

NAG: 1 READING NATIONAL STANDARDS TARGETS 2020

Baseline Data and Analyses: Historical percentages of students at or above global expectations in relation to national standards are, 2013 (71%), 2014 (70%), 2015 (73%), 2016 (69%) 2017 (73%) and 2018 (77.1%)
 68% of Maori students achieve at or above expectations. 67% of Pasifika students achieve at this level also. 81% of the current Year 6 cohort are at or above standard making the global goal of 80% at Year 6 a reality as for previous years. 93% of girls achieve at these levels. Only 69% of boys compare at these levels meaning this is our specific focus.

Targets	Actions / Timing	Personnel	Resources/ Budget	Indicators	Results
<p>Targets</p> <p>Global: 80% at or above global expectations in relation to national standards</p> <p>Specific Target: To accelerate the progress of Year 2 and 3 children from below to at or above</p> <p>IMSACT: To accelerate the progress of -the % () that are part of the specific target</p> <p>IPSACT: To accelerate the progress of -the % (Pacific boys) that are part of the specific target</p>	<ul style="list-style-type: none"> MOE PLD – Evaluation Associates: AFL focus on Reading = 120hrs Learning Support: Reading Behaviours and Strategies Quick 60 and Early Words programmes Phonemic Awareness programme for identified children The Visible Learning Wall concept will form part of the Evaluation Associates' PLD Plan for lifting achievement Data will continue to be gathered from a range of available assessment tools and resources to improve the quality and consistency of data and to drive learning. This involves use of the new planning system to inform teaching approach and visual tracking system. Professional Development re; Ka Hikitia on engaging Maori Learners – outcomes of MAC PD Mana Pacific consultation nights PB4L in relation to Boys achievement – and pedagogy / resource acquisition Review of reading material appropriate for boys engagement The New Pedagogies for Deep Learning Initiative will be combined with all curriculum plans 	<p>Learning support teachers / SENCO / Teacher Aides</p> <p>Emma and Literacy team</p> <p>Monitored by AP / DPs</p> <p>DP</p> <p>As detailed in Mathematics Targets</p>	<p>\$3500</p>	<p>Data gathered, analysed and reviewed termly and decisions made on the impact of the support being given and the next steps determined</p> <p>Processes established to monitor and report progress against targets – weekly monitoring by teachers – monthly to team leaders and Leadership Team. X 4 to BOT</p> <p>Parent evening Term 1 to provide ideas for home support</p> <p>Evidence of teacher planning for these children for discussion at appraisal discussions</p> <p>Movement of children out of target groups as they reach at</p> <p>Raised achievement related to initiatives</p> <p>High levels of parental attendance</p>	

Analysis of Variance:

NAG: 1 WRITING NATIONAL STANDARD TARGETS 2020

Baseline Data and Analyses: Historical percentages of students at or above global expectations in relation to national standards are; 2013 (58%),2014 (58%), 2015 (69%), 2016 (61.4%) , 2017 (68%) and 2018 (70.1%). 84% of girls achieve at these levels while only 58% of our boys compare at these levels. Boys will remain our focus for writing. 62% of Maori and 64% of Pacific students at or above. Year 6 data again paints a more positive picture with 80% at or above with improvement required for boys again.

Targets	Actions / Timing	Personnel	Resources/ Budget	Indicators	Results
<p>Targets</p> <p>Global: 75% of the general cohort at or above global expectations in relation to national standards up from 68%</p> <p>Specific Target: To accelerate the progress of Year 2 and 4 from below to at and above</p> <p>IMSACT: To accelerate the progress of - f Maori students below</p> <p>IPSACT: To accelerate the progress of -the % () Pasifika below in writing</p> <p>%ages of girls and boys will be analysed as part of IMSACTs and IPSACTs</p> <p>Girls comprise approximately 30% of these target groups</p>	<ul style="list-style-type: none"> Classroom teachers will adapt teaching and learning programmes to meet the needs of learners and provide challenging and differentiated programmes for students in the classroom bases on the Evaluation Associates PLD programme whose priority is writing. Professional development will continue in the form of the Leadership and assessment contract with a specific focus on writing – combine with visual tracking system PB4L in relation to Boys achievement – and pedagogy / resource acquisition The Visible Learning Wall concept will form part of the Evaluation Associates' PLD Plan for lifting achievement Review of reading material appropriate for boys engagement The New Pedagogies for Deep Learning Initiative will be combined with all curriculum plans Focus on boy suited literature 	<p>Targeted specific initiative informed by consultant -</p> <p>Writing Team</p> <p>Writing Team</p> <p>Facilitator – Writing Team</p> <p>DP</p>	<p>MOE funded</p> <p>PL Meetings</p> <p>As for reading and writing.</p>	<p>Use SMS to collate assessment data over time</p> <p>Data gathered, analysed and reviewed termly and decisions made on the impact of the support being given and the next steps determined</p> <p>Processes established to monitor and report progress against targets – weekly monitoring by teachers – monthly to team leaders and Leadership Team. X 4 to BOT</p> <p>Parent evening Term 1 to provide ideas for home support</p> <p>Evidence of teacher planning for these children for discussion at appraisal discussions</p> <p>Movement of children out of target groups as they reach at</p> <p>Raised achievement related to initiatives</p>	

Analysis of Variance:

NAG: 1 WRITING NATIONAL STANDARD TARGETS 2020

Baseline Data and Analyses: Historical percentages of students at or above global expectations in relation to national standards are; 2013 (58%),2014 (58%), 2015 (69%), 2016 (61.4%) and 2017 (68%). 81% of girls achieve at these levels while only 66% of our boys compare at these levels. Boys will remain our focus for writing. 61% of Maori and 62% of Pacific students at or above. Year 6 data again paints a more positive picture with 71% at or above with

Targets	Actions / Timing	Personnel	Resources/ Budget	Indicators	Results
<p>Targets</p> <p>Global: 75% of the general cohort at or above global expectations in relation to national standards up from 68%</p> <p>Specific Target: To accelerate the progress of -the 30% (14 children) of Year 5 boys below in writing -the 30% (15 children) of Year 6 boys below in writing -the 39% (14 children) of Year 1 and 2 boys below in writing -the 42% (11 children) of Year 1 and 2 Asian children below in writing</p> <p>IMSACT: To accelerate the progress of -the 50% (5 children) of Year 3 Maori children below in writing -the 43% (3 children) of Year 4 Maori boys below in writing</p> <p>IPSACT: To accelerate the progress of -the 71% (5 children) of Year 3 Pasifika boys below in writing -the 57% (4 children) of Year 4 Pasifika boys below in writing</p>	<ul style="list-style-type: none"> Classroom teachers will adapt teaching and learning programmes to meet the needs of learners and provide challenging and differentiated programmes for students in the classroom bases on the Evaluation Associates PLD programme whose priority is writing. Professional development will continue in the form of the Leadership and assessment contract with a specific focus on writing – combine with visual tracking system PB4L in relation to Boys achievement – and pedagogy / resource acquisition The Visible Learning Wall concept will form part of the Evaluation Associates' PLD Plan for lifting achievement Review of reading material appropriate for boys engagement The New Pedagogies for Deep Learning Initiative will be combined with all curriculum plans Focus on boy suited literature 	<p>Targeted specific initiative informed by consultant -</p> <p>Writing Team</p> <p>Writing Team</p> <p>Facilitator – Writing Team</p> <p>DP</p>	<p>MOE funded</p> <p>PL Meetings</p> <p>As for reading and writing.</p>	<p>Use SMS to collate assessment data over time</p> <p>Data gathered, analysed and reviewed termly and decisions made on the impact of the support being given and the next steps determined</p> <p>Processes established to monitor and report progress against targets – weekly monitoring by teachers – monthly to team leaders and Leadership Team. X 4 to BOT</p> <p>Parent evening Term 1 to provide ideas for home support</p> <p>Evidence of teacher planning for these children for discussion at appraisal discussions</p> <p>Movement of children out of target groups as they reach at</p> <p>Raised achievement related to initiatives</p>	

Analysis of Variance:

Baseline Data, Rationale and Analyses: Historical and longitudinal have shown improvement in Maori student achievement with the trend overall sometimes over and sometimes below the general school populace in some areas. The review of the charter in 2017 saw two strategic goals being community engagement and cultural competence as two of the four strategic goals for the school. The re-launching of liaison and consultation with the Maori community is a priority in lifting engagement and achievement levels for these students. The School Climate survey issued to staff in late 2017 indicated that cultural responsiveness PLD was required in this area

Targets	Actions / Timing	Personnel	Resources/ Budget	Indicators	Results
<p>Targets</p> <p>Global: To enable Maori Students to achieve and engage in learning to their potential as Maori, at comparable or higher levels than general populace peers.</p> <p>Specific Target: To form a cohesive and inclusive Maori Parent Group consisting of parents of Maori children and school staff.</p> <p>To create educationally powerful connections with parents, families and whanau</p>	<ul style="list-style-type: none"> Identified SWTMP will include Maori students and be identified in teacher planning and the 'Know Thy Impact' data and teacher inquiry wall. Analyse Maori Cultural Intelligence Survey to staff to use as baseline data. Access Student Achievement Function facilitator to assist with process Form steering group to guide consultation cultural responsiveness / initiatives (T3) Arrange whanau meetings with Maori Community to create relationship and purpose/feedback channels including of inquiry on the five capabilities (T3) Investigate the process / possibility of appointing a kaumatua to Hillpark (T4) Initiate links with local iwi and marae (T3) Use feedback to prioritise actions the school can initiate and sustain including student voice (eg. Kapa Haka) (T3/4) Continue work on Book 2: Critical Histories: Te Ao Maori o Nehera as schoolwide student inquiry (T2) 	<p>SAF (Te Iwingaro Dunn) Learning Mentor (Janet McCarroll) and staff</p> <p>SAF, Staff, and Steering group</p> <p>Principal</p> <p>SAF, Principal and selected parents</p> <p>Steering group and staff SAF to assist with survey tools</p> <p>Steering group nominee</p> <p>Steering group</p> <p>Steering group and SAF</p> <p>Leadership Team and teachers</p>	<p>Budget to cover cost of manaakitanga and food/refreshments for consultation nights</p>	<ul style="list-style-type: none"> Clear evidence of link between achievement monitoring and teacher inquiry Evidence of progress at mid and end of year timepoints Minutes of steering committee meetings Minutes of meetings and sharing of consultation material and results / findings /implications Key contacts identified – arrange a steering group meeting on local marae Develop kawa and kaupapa for powhiri and other customs and practices 	

	<ul style="list-style-type: none">• Share current state of policies, plans and targets for Pasifika student achievement and engagement (T3)				
Analysis of Variance:					

NAG: 1 ENGAGEMENT WITH PASIFIKA COMMUNITY TO SUPPORT AKO 2020

Baseline Data, Rationale and Analyses: Historical and longitudinal have shown some improvement in Pasifika student achievement in areas with the trend overall still below the general school populace in some areas. The review of the charter in 2017 saw two strategic goals being community engagement and cultural competence as two of the four strategic goals for the school. The re-launching of liaison and consultation with the Pasifika community is a priority in lifting engagement and achievement levels for these students. The School Climate survey issued to staff in late 2017 indicated that cultural responsiveness PLD was required in this area					
Targets	Actions / Timing	Personnel	Resources/ Budget	Indicators	Results
<p>Targets</p> <p>Global: To enable Pasifika Students to achieve and engage in learning to their potential as Pasifika, and at comparable or higher levels than general populace peers.</p> <p>Specific Targets: To form a cohesive and inclusive Pasifika Talanoa Group consisting of parents of Pasifika children and school staff</p> <p>To create educationally powerful connections with parents, families and whanau</p> <p>Examine how Pasifika families and Hillpark work together for Pasifika success.</p>	<ul style="list-style-type: none"> • Identified SWTMP will include Pasifika students and be identified in teacher planning and the 'Know Thy Impact' data and teacher inquiry wall. (T1) • Administer Pasifika Cultural Intelligence survey to staff as baseline data. (T1) • Appoint Student Achievement Function facilitator with expertise in Pasifika community engagement. (T2) • Form steering group to guide consultation cultural responsiveness / initiatives (T2) • Arrange Talanoa meetings with Pasifika Community to create relationship and purpose/feedback channels including of inquiry on the five capabilities (T3/4) • Create Pasifika languages signage in consultation with Talanoa group (T3) • Use feedback to prioritise actions the school can initiate and sustain including student voice (eg.Pasifika Culture Group) (T3) • Share current state of policies, plans and targets for Pasifika student achievement and engagement (T2) 	<p>SAF (Te Iwingaro Dunn) Learning Mentor (Janet McCarroll) and staff</p> <p>SAF, Staff, and Steering group</p> <p>Principal</p> <p>SAF, Principal and selected parents</p> <p>Steering group and staff SAF to assist with survey tools</p> <p>Steering group and Pasifika parents</p> <p>Steering group and SAF</p> <p>Principal / staff</p>	<p>Budget to cover cost of manaakitanga and food/refreshments for consultation nights</p> <p>Minor capital works budget.</p>	<ul style="list-style-type: none"> • Clear evidence of link between achievement monitoring and teacher inquiry • Evidence of progress at mid and end of year timepoints • Minutes of steering committee meetings • Minutes of meetings and sharing of consultation material and results / findings /implications • Celebration day when signage complete in all Pasifika languages • Collate and communicate feedback from Meet Greet and Eat night questions • Design and analyse other useful feedback to inform direction • Principal / Staff 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> Design operational plans for Pasifika success together with whanau, staff , students and board. (T4) 	BOT, Steering group		<ul style="list-style-type: none"> Revised operational plan for 2019 	
Analysis of Variance:					

CHARTER APPROVAL ENDORSEMENT

This version of the Hillpark School Charter was reviewed during the 2019 year and approved by the Board of Trustees.

Name: _____

Signed _____

Date: _____

Chairperson – Hillpark School Board of Trustees

Name: _____

Signed _____

Date: _____

Principal – Hillpark School