



# What am I here for ?

# Where am I going?



OUR PURPOSE *Rangatiratanga*

OUR PEOPLE *Manaakitanga*

OUR PLACE *Kaitiakitanga*

# More Than A School

[www.haurakiplains.school.nz](http://www.haurakiplains.school.nz)



# Hauraki Plains College Charter Statement

## **Vision:**

Our vision is to be "*More than a School.*"

- More than a tradition of excellence: future focused horizons
- More than credit counting: character shaping.
- More than NCEA qualifications: pursuing a purposeful career direction.
- More than well kept buildings: a sense of belonging.
- More than rules: principles to live by
- More than me: responsible and contributing citizens

## **Mission:**

To challenge and support our students to answer these questions:

- Who am I? (Identity)
- What am I here for? (Purpose)
- Where am I going? (Direction)

## **Guiding Principle:**

Our school motto *Quisque Pro Omnibus* (Each for All) is an enduring symbol for our school and is a constant reminder of the importance of our responsibility towards ourselves, others and the wider community.

## **School Values:**

We endeavour to honour and live the three principles of the Treaty of Waitangi through our school values: which are centred around our purpose, our people and our place.

Our Purpose: Rangatiratanga

Striving to become best self and do best work. Doing the right thing. Showing resilience. Taking personal responsibility. Being a good role model. Showing leadership. Working hard. Daring to dream.

Our People: Manaakitanga

Respect for all. Keeping it kind. Using manners. Being welcoming. Practising hospitality. Understanding and appreciating we are all different. Including others.

Our Place: Kaitiakitanga

Becoming guardians of our heritage and future. Upholding the mana of HPC. Being on board the waka together. Taking care of our environment. Leaving a legacy.

## **Our Trademark Stamp:**

*Excellence is our Tradition* is our trademark that reflects our aspirations for everything we do.



# Treaty of Waitangi Policy

## **RATIONALE:**

We respect the unique heritage of Māori as Tangata Whenua, endeavour to honour the principles of the Treaty of Waitangi and acknowledge the rich, cultural diversity of all New Zealanders.

## **PURPOSES:**

1. To provide guidelines for how we honour the three principles of the Te Tiriti o Waitangi
2. To respect and appreciate cultural diversity within our school community and Beyond

## **GUIDELINES: for honouring the three principles of the Treaty of Waitangi**

### 1.1 Protection:

- a) Establish and uphold tikanga for our school in consultation with Manu Whenua e.g. assemblies, celebrations, welcomes.
- b) Ensure a Māori worldview is included in the school's curriculum
- c) Taha Māori is evident in our physical environment
- d) Students and staff are given opportunities to learn and develop their knowledge of Te Reo and Tikanga
- e) Te Reo is available for all students from Years 9 to Years 13

### 1.2 Participation:

- a) Each year the BOT will set an excellence / equity goal relating to Maori students, respecting the principle of Māori achieving success as Maori
- b) Participation in Māori cultural opportunities is encouraged eg kapa haka

### 1.3 Partnership.

- a) Maintain a process of engagement and consultation with our Māori community (Whānau and Manu Whenua)
- b) Ensure that the aspirations of our Māori community are addressed
- c) Monitor, review and report annually on engagement, equity and excellence as it relates to Māori learners

## **GUIDELINES for respecting cultural diversity:**

- 1.1 Respect for all cultures is promoted through Manaakitanga (school value)
- 1.2 Knowledge of an appreciation for other cultures is encouraged through the school curriculum
- 1.3 The cultural diversity of New Zealanders will be acknowledged through an annual school wide theme
- 1.4 Students, staff and community are given learning opportunities to be knowledgeable about and sensitive to culturally relevant issues.
- 1.5 Opportunities to learn a second language will be provided through the curriculum.



**REVIEW 2020:** These guidelines will be reviewed annually with the School Charter.



# Hauraki Plains College - Strategic Overview 2020 - 2023

GOAL

1

Engage students in  
**Work that Matters**

## Strategic Priorities:

- Responsive Local Curriculum
- High Impact Teaching Strategies
- Using Data Effectively

## Outcome 1:

Capable learners who are engaged, learning and achieving qualifications.



**Our Purpose - Rangatiratanga**

NELP 2; 4; 6

GOAL

2

Support learners to navigate  
**Purposeful Pathways**

## Strategic Priorities:

- A Culture of R M K
- School Leavers Toolkit
- Integrated Student Support Network

## Outcome 2:

Students are learning ready; life ready; work ready and world ready.



**Our People — Manaakitanga**

NELP 1; 3; 7

GOAL

3

Develop positive  
**Community Partnerships**

## Strategic Priorities:

- Whānau and Iwi (Multi-cultural Whare Taonga)
- Local Community (Hayward Farm)
- Global Community (Vaini, Tonga)

## Outcome 3:

HPC provides expansive opportunities for our students and the wider community.



**Our Place - Kaitiakitanga**

NELP 2; 5; 8

95% Year 10 students have attained functional Literacy and Numeracy (Curriculum Level 5)  
90% of all School Leavers have completed the School Leavers Toolkit

# HPC Annual Plan 2021

## Goal 1: Engage Students in Work that Matters

Outcome: Capable learners who are engaged, learning and achieving qualifications



Strategic Initiative 1: Responsive Local Curriculum									
Outcome: our local curriculum is rich, contextualised, connected to our place, culturally responsive and serves all learning pathways									
Key Task 1: Develop Senior Curriculum (NCEA Review)	When				Who	Resources	2022	2023	
a. Provide PLD to staff in revised NCEA Level 1	T1	T2	T3	T4	Curriculum Team	MOE workshops NZQA draft resources	Prepare for full implementation NCEA Level1 Plan	Implement NCEA Level 1  Develop plan to implement NCEA Level 2	
b. Participate in functional literacy and numeracy trial									
c. Continue to develop vocational pathways opportunities									
d. Continue to develop real, relevant local curriculum									
Key Task 2: Develop Junior Curriculum	When				Who	Resources	2022	2023	
a. Continue PLD in foregrounding capabilities in teaching	T1	T2	T3	T4	CO	Kahui Ako PLD - Mark Osborne <i>Top Tools</i> (Longman)  Structured Literacy PLD & resources	Continue to work with teachers to develop confidence in foregrounding capabilities and literacy and numeracy progressions	Continue to work with students to develop own learning goals and identify next steps	
b. Develop literacy / numeracy learning progressions									
c. Review format for reporting of literacy and numeracy									
d. Provide PLD for staff in teaching literacy & numeracy skills									
Key Task 3: Implement Digital Technologies	When				Who	Resources	2022	2023	
a. Secure external provider	T1	T2	T3	T4	DM ON DU	MOE Funding  David Kinane PLD Trainer /Advisor	Continue to develop staff confidence and competence in using digital technologies	Develop self sustaining approach to using digital technologies.	
b. Identify staff development needs									
c. Provide regular PLD to staff									
d. Evaluate staff progress in using Digital Technologies									

## Strategic Initiative 2: High Impact Teaching Strategies (HITS)

Outcome: We take collective responsibility for improving teaching and learning capability which is informed by comprehensive evidence and feedback

Key Task 1: Establish Teaching & Learning coaching role	When				Who	Resources	2022	2023
a. Develop job description	T1	T2	T3	T4	PL	Victoria Education Department Russell Bishop John Hattie Sylvia Duckworth	Continue to develop role of Teaching and Learning Coach	Establish centralised library' (digital and physical) f
b. Develop knowledge and kete of resources and critical texts								
c. Identify HITS needed to support HPC staff								
d. Establish "PD Book Club" to share good practices								
Key Task 2: Identify staff PLD needs (HITS)	When				Who	Resources	2022	2023
a. Meet with stakeholders; ako, whanau and curriculum leaders	T1	T2	T3	T4	PL	HIT Self Evaluation Tool	Use evidence based approaches to identify needs and support teachers in their pedagogical practices	Review TLC position and identify next steps.
b. Identify teachers who need support								
c. Co-construct a plan with identified teachers to shift practice								
d. Evaluate impact of coaching support								
Key Task 3: Provide PLD to all teaching staff	When				Who	Resources	2022	2023
a. Create bite sized PLD presentations for CFT	T1	T2	T3	T4	PL	Victoria Education Department	Continue to provide PLD and assess impact of PLD on teaching and learning practices at hpc.	Continue to provide PLD and assess impact of PLD on teaching and learning practices at hpc.
b. Discuss presentations at Curriculum & Department meetings								
c. Facilitate further discussions at PLD Think Tank'								
d. Assess impact of generic PLD on teaching practices								

### Strategic Initiative 3: Strengthened Evaluative Capability - Using Data Effectively

Outcome: Processes and structures are in place to collect and analyse evidence and data with rigour; teachers, students, parents / whānau and BoT have the capability to use this to inform improvements in practice.

Key Task 1: Refine data registers for classroom teacher use	When				Who	Resources	2022	2023
a. Identify key benchmark data for classroom registers at each level	T1	T2	T3	T4	PM CA HR RS	XL Class Registers SEAW data KAMAR Kahui Ako resources ERO partner	Continue to develop use of classroom data in planning for learning	Undertake review effectiveness of classroom registers to identify next steps
b. Explore how KAMAR can be used to maintain registers								
c. Establish co-construction meetings support teachers' strategies								
d. Encourage depts to share how using data makes a difference								
Key Task 2: Engage students / River Guides / Whanau in data	When				Who		2022	2023
a. Create platform for students to see and reflect on their data	T1	T2	T3	T4	ON CA PM	Junior data sources (CLs, GPA, Capabilities, Lit and Num) NCEA results	Continue to develop student / River Guide / Whanau use of data to set goals and monitor progress as partners in the learning	Continue to refine student / River Guide / Whanau use of data to set goals and monitor progress
b. Create checkpoints for students to self monitor in each unit								
c. Do data presentations at assemblies								
d. Review how we include parents and whanau in using data								
Key Task 3: Address Equity Challenges	When				Who	Resources	2022	2022
a. Gather benchmark equity data (ethnicity and gender)	T1	T2	T3	T4	CA PM HR	MOE / NZQA STEM Equity group ERO Partner	Continue to implement action plan and monitor progress	Refine Action Plan and identify next steps
b. With stakeholders, identify most important equity challenges								
c. Develop and begin to implement an action plan								
d. Evaluate progress in equity challenge								

## Goal 2: Support Students to Navigate Purposeful Pathways

Outcome: Students are learning ready, life ready, work ready, world ready

Strategic Initiative 1: A Culture of Rangatiratanga, Manaakitanga, Kaitiakitanga Every student believes I can, I matter, I belong									
Key Task 1: Continue PB4L school wide initiative	When				Who	Resources	2022	2023	
a. Review rewards system and continue to reinforce vouchers	T1	T2	T3	T4	PB4L team Student Support Network Team	PB4L resources (Min funded) Margaret Ross Workshops	Ensure reward system is robust and effective at all levels and continue to provide PLD in PB4L strategies	Review formal commitment to PB4L programme	
b. Reinforce consistent, insistent and persistent staff practices									
c. Continue to refine LAW Plans for third tier students									
d. Use behavioural data to address concerns									
Key Task 2: Undertake Student Leadership Review	When				Who	Resources	2022	2023	
a. Review current leadership opportunities at each year level	T1	T2	T3	T4	Student Support Team Student Council	Practices in other schools	Continue to implement student leadership recommendations	Identify next steps in Student Leadership development	
b. Create a plan for opening up leadership opportunities									
c. Implement student leadership plan									
d. Identify next steps for 2022									
Key Task 3: Review Hapu system	When				Who	Resources	2022	2023	
a. Review strengths & weaknesses of Hapu system	T1	T2	T3	T4	DM	Current structures information	Implement action plan for reform of Hapu system	Continue to imbed changes to Hapu system	
b. Gather ideas from other schools									
c. Develop recommendations for changes to Hapu system									
d. Develop a plan for 2022									

## Strategic Initiative 2: School Leavers Toolkit

Every student has the knowledge, skills and attributes to transition successfully to further learning and the work place

Key Task 1: Develop School Leavers Toolkit	When				Who	Resources	2022	2023
a. Consult with and gather feedback from school community	T1	T2	T3	T4	GR Careers Team	Career Central  Google Classroom	Continue to refine School Leavers Toolkit and refine River programme accordingly	Consult with employers if there have been any changes in the workplace that need to be addressed.
b. Develop a School Leavers Toolkit of skills and knowledge								
c. Develop a coherent plan & programme for each year level								
d. Review the School Leaver indicators and amend for 2022								
Key Task 2: Use School Leaver Data	When				Who	Resources	2022	2023
a. Gather benchmark data on school leaver readiness (Yr 12 & 13)	T1	T2	T3	T4	GR Careers Team	School Leaver Data  River logs	Continue to use data to track student completion of Toolkit and Vocational Pathways.	Continue to use data to track student outcomes and opportunities.
b. Share school leaver data and plan with students & whanau								
c. Monitor students' progress in achieving school leaver indicators								
d. Develop a certificate which documents students' readiness								
Key Task 3: Engage community in initiative	When				Who	Resources	2022	2023
a. Invite HDC, employers, ex students to information hui	T1	T2	T3	T4	Gr Careers Team	HDC Employment Group  Bevan Smith (MOE)	Continue to work with school community to address concerns around school leaver readiness	Review School Leave initiative and identify next steps
b. Invite ex students to speak at assemblies								
c. Share stories from employers / ex students in newsletter								
d. Share plan and progress with employers / HDC								

### Strategic Initiative 3: Integrated Student Support Network

We are developing an integrated approach to support the learning, and wellbeing of all students

Key Task 1: Refine Student Support processes	When				Who	Resources	2022	2023
a. Hold monthly Student Support Network meetings	T1	T2	T3	T4	HR Student Support Network team	Guidance Team and external agencies	Continue to refine Student Support processes and provide PLD to staff	Continue to provide support for students through integrated support network
b. Review Student Support registers & processes for effective use								
c. Develop a Student Support data wall in workrooms								
d. Identify school wide student support needs and access PLD								
Key Task 2: Integrate Learning Support	When				Who	Resources	2022	2023
a. Add Learning Support notes to teacher registers / email staff	T1	T2	T3	T4	WK SY	Hauraki Learning Support Co-ordinators	Continue to integrate Learning Support effectively across whole school community	Continue to integrate Learning Support across whole school community
b. Provide PLD to staff in key challenges eg Dyslexia								
c. Participate in co-construction meetings around jnr classes								
d. Communicate with parents and whanau around LS plans								
Key Task 3: Develop Whole School Wellbeing Approach	When				Who	Resources	2022	2022
a. Develop a whole school guidance philosophy	T1	T2	T3	T4	Guidance Team	AWE Survey Positive Education Resources	Continue to implement wellbeing plan	Continue to implement wellbeing plan and identify next steps
b. Conduct AWE Survey and identify needs								
c. Establish a wellbeing initiative for students / staff								
d. Implement wellbeing plan								

### Goal 3: Develop Positive Community Partnerships

HPC provides expansive opportunities for our students and wider community.

Strategic Initiative 1: Whanau and Iwi								
Whanau and iwi are vitally involved in HPC decision making and direction setting								
Key Task 1: Whanau and Iwi Engagement	When				Who	Resources	2022	2023
a. Review data from Melinda Webber (Auckland Uni) survey	T1	T2	T3	T4	Whanau Path team	Melinda Weber Local Community hui though a shared Kai	Closer ties with Iwi Greater Iwi consultation Staff Noho on local marae to start the year.	Greater iwi input into local curriculum design Improved Maori achievement overall
b. Establish Whanau focus groups and develop feedback								
c. Co-construct Whanau Plan								
d. Implement Whanau Plan								
Key Task 2: Build a Wharetaonga	When				Who	Resources	2022	2023
a. Consult with community Wharetaonga design	T1	T2	T3	T4	BOT	Ngati Hako Hauraki Maori Trust Board Business Manager Funding Co-ordinator	Get the Wharetonga building project underway	Hold a formal opening of the Wharetaonga
b. Develop a funding plan								
c. Appoint a project manager								
d. Develop a project management plan								
Key Task 3: Honour Te Tiriti	When				Who	Resources	2022	2023
a. Complete mural of Hako’s story	T1	T2	T3	T4	Whānau Path team	Whānau Path team	Continue to implement steps to honour the Treaty	Continue to implement steps to honour the Treaty
b. Develop a plan to revitalise Kapa Haka								
c. Establish Te Reo at senior curriculum level								
d. Continue to normalise school wide use of Te Reo & Tikanga								

**Strategic Initiative 2: Local Community**  
HPC has productive relationships with the wider community

Key Task 1: The Hayward Farm	When				Who	Resources	2022	2023
a. Develop a vision statement for the farm	T1	T2	T3	T4	Business Manager	Farm Development Team	Implement farm development plan	Continue to implement farm development plan
b. Create a farm visual map								
c. Write a detailed action plan for development								
d. Review progress of plan								
Key Task 2: Christmas in the Orchard	When				Who	Resources	2022	2023
a. Get staff organising team together	T1	T2	T3	T4	Hr, Gr	HDC Lions HPC Staff	Hold another Christmas in the Orchard or similar event	Review event and determine next step
b. Make checklist of tasks and distribute amongst team								
c. Communicate with Primary schools and hpc students								
d. Evaluate event for improvements for following year								
Key Task 3: Hauraki Kahui Ako								
a. Continue to develop role of Learning Support Co-ordinators					Across and Within School people	Kahui Ako PLD providers	Continue to collaborate with Kahui Ako schools to address achievement challenges	Continue to collaborate with Kahui Ako schools to address achievement challenges
b. Work with KA schools to develop literacy / numeracy focus								
c. Work with KA to develop cultural responsiveness Participate								
d. Review progress on addressing achievement challenges								

**Strategic Initiative 3: Global Community**  
Students have a sense of their place in the global community

Key Task 1: Vaini, Tonga	When				Who	Resources	2022	2023
a. Establish a team of staff who are keen to be involved	T1	T2	T3	T4	Strategic Leader Team	Vaini School PM MP	Offer full year scholarships to Vaini students	Host a two way HPC - Vaini exchange
b. Collaborate with Vaini School to develop an initiative								
c. Develop an action plan involving student participation								
d. Complete designated project and review								