



Where am I going?



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.



Statement of Intent

More
Than
A School



Hauraki Plains College

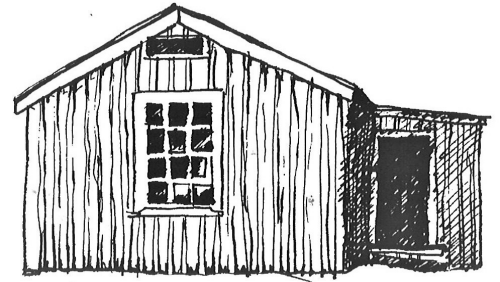
Our Purpose

Our core purpose is to educate our rangatahi so they can take their place as contributing citizens of their communities, of Aotearoa New Zealand and of the world. Our mission is to be more than a school in providing extensive learning opportunities and experiences outside the classroom; in delivering excellent and equitable outcomes and in supporting the holistic wellbeing of all students. We endeavour to shape young people who are learning ready, life ready, work ready, world ready.



Our Place: Our Stories

Our school acknowledges a heritage grounded in two founding stories - that of Hako, the ancestor of the Tangata Whenua, who travelled up the Piako River on a whale and that of the European pioneers who transformed the Piako swampland into the Hauraki Plains. We first began as Orchard School when in 1912, fifteen young pupils,



met for three days each week in a borrowed Lands and Survey Hut. Two years later, the first classroom, nicknamed 'The Dog Box' was built. From 1918 further class rooms were built and a secondary department was established and Orchard School was renamed Ngatea District High School. When Ngatea Primary was opened, the intention was to close down the school, but through the determination and resilience of local parents, Hauraki Plains College was officially established in 1963. From these humble beginnings, our students come from the wider Hauraki area.

Our Commitment to Te Tiriti o Waitangi (Treaty of Waitangi)

Under Te Tiriti we have a joint responsibility with iwi, hapū, and whānau to help ensure that HPC supports and sustains Te Ao Māori (*māori worldview*). We appreciate that Māori have rights as Tangata Whenua (*indigenous peoples*) of Aotearoa New Zealand. We understand under Te Tiriti, the significance of Taonga (*treasured possession*) which includes Te Reo (*māori language*), Tikanga (*way of doing things*) and excellent and equitable outcomes of all ākonga.

Our Guiding Principles

- 'Each for All' (Quisque Pro Omnibus) is our school motto. While we seek the best outcomes for each individual, this is never more important than our collective identity and purpose.
- The **Hauraki Way** is how we do things around here and establishes the expectations and standards for our school.
- The Hauraki Way is upheld by our core **values**:
 - Rangatiratanga: We encourage our students to be their best selves and do their best work.
 - Manaakitanga: We treat each other with respect and kindness, upholding the mana of others.
 - Kaitiakitanga: We take our place as guardians of our heritage and future; in upholding the mana of HPC; in taking care of our environment and leaving a legacy for the future.
- These guiding principles will inform how we make decisions now and moving forward.



Whakatauki

"Whaia e koe ki te iti kahurangi;
ki te tuohu koe, me maunga teitei"

HPC Annual Plan 2022

Goal 1: Engage Students in Work that Matters

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

Strategic Initiative 1: Teaching to the North East								
Outcome: We take collective responsibility for improving teaching and learning capability which is informed by comprehensive research								
Focus 1: Teaching & Learning Coaching Team	When				Who	End of Year Review		
a. Appoint North East Coaching team	T1	T2	T3	T4	PL / HR	Objective: North East Coaching is established at HPC Resourcing: Cognition Education (30 hours) Review: ERO feedback; Principal PLG		
b. Provide PLD on North East coaching								
c. Spread coaching approach to Curriculum Leaders / teachers								
Focus 2: Integration of North East Teaching into PGC	When				Who	End of Year Review		
a. Set up coaching triads and set NET goals (teachers / depts)	T1	T2	T3	T4	HR	Objective: Teachers are moving increasingly to the North East In their teaching Resourcing: North East Coaching team Review: Data from student feedback, walkthroughs and observations		
b. Refresh <i>Our Code Our Standards</i> doc (Appraisal)								
c. Implement NET student feedback, walkthroughs, observations								
Focus 3: Professional Devt in North East Teaching	When				Who	End of Year Review		
a. Create fortnightly bite sized NET presentations for CFT	T1	T2	T3	T4	PL	Objective: The language and strategies of North East teaching is well imbedded in the HPC culture Resourcing: Victoria High Impact Teaching Strategies / Bishop (2020) <i>Teaching to the North East</i> Review: Teacher self review		
b. Follow up PLD through Learning area meetings (fortnightly)								
c. Feedback from Teachers and Learning areas at CFT								

Strategic Initiative 2: Literacy and Numeracy

Outcome: All students meet co-requisite for literacy and numeracy (NCEA)

Focus 1: Literacy and Numeracy team	When				Who	End of Year Review
a. Appoint Literacy and Numeracy team; develop action plan	T1	T2	T3	T4	HR	Objective: There is a clear leadership structure for Lit / Num focus Resourcing: Ministry of Education expert Review: Action Plan review Nov 2022
b. Work through Curriculum Leads to implement plan						
c. Research what two other secondary schools are doing						
Focus 2: Professional Development for staff	When				Who	End of Year Review
a. Unpack learning progressions within functional lit / num	T1	T2	T3	T4	HR	Objective: Teachers are confident, competent and intentional in teaching lit and num in the classroom Resourcing: Ministry of Education (Latisha Kelly) Review: Curriculum Leaders feedback
b. Secure support from Ministry provider						
c. Develop a handbook of literacy and numeracy strategies						
Focus 3: Parent and whanau engagement	When				Who	End of Year Review
a. Provide an online presentation of what functional lit / num is	T1	T2	T3	T4	HR	Objective: The language and strategies of North East teaching is well imbedded in the HPC culture Resourcing: Victoria High Impact Teaching Strategies / Bishop (2020) <i>Teaching to the North East</i> Review: Teacher self review
b. Develop a reporting to students / parents template						
c. Trial template and gather feedback						

Strategic Initiative 3: Responsive Local Curriculum

Outcome: our local curriculum is rich, contextualised, connected to our place, culturally responsive and serves all learning pathways

Focus 1: Senior Curriculum Refresh	When				Who	End of Year Review
a. Continue to participate in MOE provided PLD accord days	T1	T2	T3	T4	Curriculum Leaders	Objective: We are ready for NCEA changes in 2024 Resourcing: Ministry of Education PLD and website Review: Learning Area Action Plan document engaging and local curriculum contexts
b. Review structure of courses / timetable for 2024						
c. Consider local opportunities for curriculum contexts						
Focus 2: Junior Curriculum Development	When					End of Year Review
a. Continue PLD in foregrounding capabilities in teaching	T1	T2	T3	T4	Curriculum Leaders	Objective: Junior Curriculum is localised to contexts, needs and interests of our students Resourcing: Local expertise Review: Unit reviews and planning for next year
b. Integrate Te Ao Maori and Maturanga Maori in contexts						
c. Integrate local contexts in units of work						
Focus 3: Digital Technologies (school wide)	When					End of Year Review
a. Continue with PLD from external provider	T1	T2	T3	T4	DM	Objective: Staff are competent users of digital technologies Resourcing: David Kinane Review: Technology Plan 2023 and beyond
b. Develop a digital competence checklist (students and staff)						
c. Review Technology / Design programmes and courses						

Goal 2: Support Students to Navigate Purposeful Pathways

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

Strategic Initiative 1: Behavioural Support (The Hauraki Way) Students are supported to meet our expectations for learning and behaviour								
Focus 1: The Hauraki Way	When				Who	End of Year Review		
a. Develop a fortnightly focus for students and staff	T1	T2	T3	T4	DR Deans	Objective: Students are clear on what is expected of them Resourcing: Deans Handbook Review: Behavioural data		
b. Promote 'Black and White' for sports expectations								
c. Include in assemblies, River Time and E-Bulletins								
Focus 2: Professional Development for Staff	When				Who	End of Year Review		
a. Identify key classroom management issues	T1	T2	T3	T4	SLT Deans	Objective: Staff are insistent, persistent and consistent in enforcing the Hauraki Way. Resourcing: PB4L resources Review: Classroom behaviour data, walkthroughs		
b. Unpack with staff and discuss strategies to support staff								
c. Reinforce systems for managing classroom issues								
Focus 3: Support for students	When				Who	End of Year Review		
a. Shift culture to helping students meet our expectations	T1	T2	T3	T4	DR Deans	Objective: Teach with intention our expectations (if we want students to behave we have to teach them how) Resourcing: PB4L resources Review: PB4L review (Ministry resource)		
b. Develop small groups to support behaviour change								
c. Reinforce use of LAWS Plans								

Strategic Initiative 2: Learning and Careers Pathways Support

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

Focus 1: Learning Support	When				Who	End of Year Review
a. Ensure every Junior student with high needs has an IEP	T1	T2	T3	T4	WK SY	Objective: The IEP documents clear strategies for the teacher, RG / Dean, student and parent Resourcing: Learning Support Co-ordinators Review: IEP documents
b. Hold co-construction meetings for Learn Supp classes						
c. Utilise senior study students for in-class support						
Focus 2: School Leavers Toolkit / Certificate	When				Who	End of Year Review
a. Develop a Leavers' Certificate	T1	T2	T3	T4	TB	Objective: School Leavers indicators are well documented. Resourcing: School Leavers Toolkit Review: Data on school leavers indicators
b. Provide every school leaver with relevant certificate						
c. Make use of Learning Curve planners & resources						
Focus 3: Careers Central	When				Who	End of Year Review
a. Provide PLD to staff on use of Careers Central	T1	T2	T3	T4	TB	Objective: Careers Central is fully utilised Resourcing: Careers Central programme Review: Data on use of Careers Central; River Guide and Student feedback
b. Ensure every student fully utilises Careers Central						
c. Provide regular items in e-bulletins on Careers Central						

Strategic Initiative 3: Wellbeing Support

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

Focus 1: AWE Survey	When				Who	End of Year Review
a. Undertake AWE Survey in Term 1	T1	T2	T3	T4	JM	Objective: We have sound data of students and staff wellbeing Resourcing: Assessing Wellbeing in Education Survey: Review: End of year data / feedback from students
b. Follow up with students requiring support						
c. Identify and follow up school wide issues						
Focus 2: Diversity Ambassadors	When				Who	End of Year Review
a. Identify key ambassadors eg Neurodiverse, Disability	T1	T2	T3	T4	JM	Objective: A diverse range of students in represented, visible and cared for within the school community Resourcing: Head of Guidance, Student leaders Review: Feedback from students
b. Provide training to ambassadors						
c. Develop and implement an action plan						
Focus 3: Growing Resilient Learners	When				Who	End of Year Review
a. Redefine what is normal eg disappointment, anxiety	T1	T2	T3	T4	JM	Objective: Students are resilient and resourceful Resourcing: Guidance team Review: Student feedback
b. Through individuals / groups / River time to give tools						
c. Survey students to identify growth and next steps						

Goal 3: Develop Positive Community Partnerships

HPC provides expansive opportunities for our students and wider community.

Strategic Initiative 1: Partnership with Whanau and Iwi Maori are respected as Treaty partners								
Focus 1: Whare Taonga Project	When				Who	End of Year Review		
a. Gather stories for the Whare Taonga	T1	T2	T3	T4	AN BOT RU	Objective: A Whare Taonga is established Resourcing: To be finalised Review: End of year review of progress		
b. Consult re design			-					
c. Establish a development / business plan								
Focus 2: Whānau Engagement	When				Who	End of Year Review		
a. Engage with Whanau re Matauranga Māori integration	T1	T2	T3	T4	DM Curriculum Leaders	Objective: All Learning Areas have a significant Matauranga Māori component Resourcing: Local Iwi and Whānau Review: End of year stock take of junior units of work		
b. Continue to integrate Te Ao Māori into curriculum								
c. Stock take units with a Matauranga Māori perspective								
Focus 3: Te Reo and Tikanga	When				Who	End of Year Review		
a. Establish senior Te Reo class(es)	T1	T2	T3	T4	AN DM	Objective: Te Reo is a flourishing language at HPC Resourcing: Normie Anderson / Inia Daymond Review: End of year review		
b. Continue with professional development for staff								
c. Strengthen Kapa Haka								

Strategic Initiatives 2 and 3: Local and Global Community

HPC has productive relationships with the wider community. Students have a sense of place in the global community

Focus 1: The Hayward Farm	When				Who	End of Year Review
a. Develop stronger learning links with farm as context	T1	T2	T3	T4	TJ Trust	Objective: The Hayward Farm functions effectively with strong links to the school's curriculum Resourcing: Haurakian Trust, Secondary Tertiary Partnerships Review: End of year review meeting
b. Tidy up entrance way to farm						
c. Establish effective communication with Trust and Farm Mgr						
Focus 2: Hauraki Kahui Ako	When				Who	End of Year Review
a. Share literacy and numeracy strategy with Kahui Ako	T1	T2	T3	T4	HR	Objective: HPC is a positive, contributing partner within the Hauraki Kahui Ako Resourcing: Learning Support Co-ordinator team Review: Review Literacy and Numeracy achievement targets
b. Endeavour to secure more equitable LSC resourcing						
c. Review progress on addressing achievement challenges						
Focus 3: Tonga	When				Who	End of Year Review
a. Reconnect with Vaini Government School or other	T1	T2	T3	T4	PM CO	Objective: HPC has a strong relationship with a Tongan school Resourcing: Tongan staff Review: Review at end of year
b. Set up "pen pals" initiative						
c. Fundraise for Tonga (mufti day)						