

# Hampden Street School Strategic Plan 2024-2025

**Vision Statement:** Together we are confident in ourselves, strong in our cultures, curious in our learning, empathetic with others; flourishing in our lives

**Mission Statement:** We inspire and support tamariki to develop the knowledge, skills, agency and competencies they need to flourish in life

**Motto:** Pike ake ki ngā whetū - Reach for the stars

*Refer Regulations 7(1)(a)*

## Values:

From community, student voice and staff consultation, we have identified what we consider to be the five key values/learner qualities that best reflect our vision for our students. They are our interpretation of, and are linked to, the Key Competencies, Values and Principles in the NZ Curriculum. Each of these have been defined and rubrics developed by staff and students so they can “live” them within the classroom.



We have been gifted kupu for our STARS from Te Kāhui Mātauranga, and we are currently exploring and applying these concepts in their own right with kaiako and tamariki. The kupu are:

**Ekea te taumata**

**Rangatiratanga**

**Whanaungatanga**

**Mōhiotanga**

**Manaakitanga**

## Summary of information used to develop this plan:

*Refer Regulations 7(1)(c)*

Hampden Street School has used both formal and informal means to gather data and information from our community in regards to their aspirations for our kura and tamariki. This included various surveys (strategic and Rongohia te Hau), whānau hui, and informal conversations. We have also considered assessment, achievement and behaviour data and education strategies provided by Te Kāhui Mātauranga.

**Strategic Goals**  
Refer Regulations  
7(1)(b)

## Ako: Innovative Teaching and Learning

### *How we teach*

Robust and consistent planning, assessment, and pedagogical practices that positively impact learning, equity, and kaiako efficacy

## Mauri Ora

### *How we care for our people*

Ākonga and whānau at HSS feel a sense of belonging and experience mauri ora

## HSS Marautanga/Curriculum

### *What we teach*

HSS has a diverse and unique cultural narrative, and are effective and responsive Te Tiriti partners.

## Board Primary Objectives

- (1) every student at the school is able to attain their highest possible standard in educational achievement;
- (2) the school—
- (i) is a physically and emotionally safe place for all students and staff; and
  - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and

### NELP Objective 1: Learners at the Centre

- **Priority 2:** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

### NELP Objective 2: Barrier free access

- **Priority 4:** Ensure every learner/ākonga gains sound foundational skills, including language, literacy and numeracy

### NELP Objective 3: Quality teaching and leadership

- **Priority 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

### NELP Objective 4: Future of learning and work

- **Priority 7:** Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

### (2) the school—

- (i) is a physically and emotionally safe place for all students and staff; and
- (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
- (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;

### (3) the school is inclusive of, and caters for, students with differing needs

### NELP Objective 1: Learners at the Centre

- **Priority 1:** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying;
- **Priority 2:** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

### NELP Objective 2: Barrier free access

- **Priority 3:** Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga, and those with learning support need

### NELP Objective 5: World class inclusive public education

### (4) the school give effect to te tiriti o waitangi, including by

- (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- (iii) achieving equitable outcomes for Māori students.

### NELP Objective 1: Learners at the Centre

- **Priority 2:** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

### NELP Objective 3: Quality teaching and leadership

- **Priority 5:** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

### NELP Objective 4: Future of learning and work

- **Priority 7:** Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

## NELPS & Education strategies/plans

Refer Regulations  
7(1)(d)

+ Additional education strategies/plans/curriculum statements: Ngā Kawatau me ngā Tūmanakotanga o Te Taihū, Ka Hikitia, Kāhui Ako Ki Whakatū Strategy, Rangitāne o Wairau 'Ara Rau, Wawata Kotahi'

**Strategic Goals**  
*Refer Regulations  
7(1)(b)*

**Ako: Innovative Teaching and Learning**

Robust and consistent planning, assessment, and pedagogical practices that positively impact learning, equity, and kaiako efficacy

**Mauri Ora**

Ākonga and whānau at HSS feel a sense of belonging and experience mauri ora

**HSS Marautanga/Curriculum**

HSS has a diverse and unique cultural narrative, and are effective and responsive Te Tiriti partners.

**Outcomes**  
*Refer Regulations  
7(1)(g)*

**Assessment:** Robust and consistent practices that positively impact learning and kaiako efficacy.

**Planning:** Consistent planning processes & cycles that show coherent learning pathways throughout our kura.

**Pedagogy:** Consistency and cohesion in kaiako pedagogical practices. An HSS pedagogy that is collaborative, research-based, future focused, equitable, and gives effect to Te Tiriti for the benefit of ALL ākonga.

**Engagement & Identity** All cultures at our kura are valued and represented; attendance is regular and enthusiastic and whānau input and presence is visible.

**Wellbeing & Pastoral:** Ākonga are resilient and socially confident.

**Cultural Narrative:** A diverse, clear and unique cultural narrative is visually woven through our kura.

**Giving effect to Te Tiriti:** HSS are effective and responsive Te Tiriti partners.

**Actions for progress towards outcomes**  
*Refer Regulations  
7(1)(e), (f)*

Review assessment practices against our pedagogical practices and programmes for learning

Create and use consistent methods for long term planning and curriculum tracking

Use HSS pedagogical frameworks (CR4RP, 7 Principles of Learning, HSS Learning process ) for planning, assessment, and observations

Continue and improve upon observation cycles/inquiries

Develop and embed pedagogical knowledge of teaching literacy to support all learners

Review the HSS STARS Matrix and reward systems across our kura

Investigate schoolwide approaches to improve behaviour data (e.g. zones of regulation, growth mindset etc)

Continue and monitor the effects of our counselling service

Embed trauma informed practice throughout the kura

Create opportunities schoolwide for representing and celebrating all cultures at our kura (bi-cultural and multi-cultural)

A range of opportunities provided for whānau to better understand what and how we teach

Develop and implement our cultural narrative, including unpacking the STARS concepts through pūrākau, identifying local landmarks special to us, and examining the names and branding used around our kura (e.g. class/syndicates/houses)

Develop our shared understanding of tikanga - the why, the what, the how

Continue to implement and build our understanding of Ngā Kawatau and Rangitāne o Wairau education strategies

Continue to develop and build on our relationship with Rangitāne