

**Hampden  
Street  
SCHOOL**



# **Annual Objectives**

**2023 edition**

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## Annual Objectives Section 2023

### Strategic Aim 1:

Ākonga experience a localised curriculum that is relevant to their world and has a connected pathway which follows through their learning journey

### Annual Objectives:

- 1.1 Implement and monitor our culturally responsive literacy pathway from Years 1 to 6, with learners at the centre.
- 1.2 Begin to integrate the Aotearoa New Zealand's Histories Curriculum into classroom practice
- 1.3 Develop and begin to implement a Local Curriculum that is unique and responsive to the priorities, preferences and issues of our community



### 1.1 Implement and monitor our culturally responsive literacy pathway from Years 1 to 6, with learners at the centre.

Actions	Resources	Outcomes/Target
Increase whānau participation and input into literacy development	SLT SW literacy facilitator (Noel)	<ul style="list-style-type: none"> <li>Reading together programme implemented</li> <li>Surveys, focus groups, parent evenings gather voice whānau voice</li> <li>BSLA whānau hui</li> </ul>
PLD support and further implementation of structured literacy programmes at middle and senior level	Staff - Senior/ Middle BSLA Team The Code Release time allocation as planned - PLD Budget	<ul style="list-style-type: none"> <li>New staff upskilled on The Code and other phonics/spelling programmes</li> <li>Support provided through PD e.g. Liz Kane/Dr. Christine Braid</li> <li>Peer observations of good practice</li> </ul>
Make connections at KA level to gain insights of best practice and successes occurring at other schools	SW literacy facilitator (Noel) ASL (Josh)	<ul style="list-style-type: none"> <li>Visits to other kura</li> <li>Moderation of practices within KA</li> </ul>
Continue to embed the target reader support framework	All kaiako	<ul style="list-style-type: none"> <li>Tiered support systems are in place for reading</li> <li>LSA time is utilised in tiered support</li> <li>Shifts in target readers are monitored by SLT</li> </ul>

Commence investigation into culturally responsive explicit sentence level teaching in writing	Noels Masters project  Target group	<ul style="list-style-type: none"> <li>Action research investigation carried out into engagement in sentence level writing</li> <li>Resources and best practice shared across staff</li> </ul>
Explore how handwriting is being delivered through the school and how to make this engaging and explicit for learners	SW literacy facilitator (Noel) All kaiako	<ul style="list-style-type: none"> <li>Consistency in regular and explicit teaching of handwriting occurs across all syndicates</li> </ul>
Tracking engagement of ākongā in literacy. Finding out what is working and not working within our literacy programmes.	SW literacy facilitator (Noel)	<ul style="list-style-type: none"> <li>Formal and informal agentic approach to feedback and feedforward, provides opportunities for ākongā voice to be heard and acted on</li> </ul>

#### Target Area 1: Reading

**Background:** In 2022, we had 9% of Year 4 children reading below the expected curriculum level (within level 2). This was up on the previous year where this cohort was at 19% below the expected level as Year 3s. While the target for these learners in 2022 was that all Year 4 learners would be achieving at, or above, it is pleasing that considerable progress was made. With the expectation for these learners to now achieve at least mastery of Level 2 of the NZ curriculum as Year 5s, it will be interesting to see how further progress can be made to support shifts towards level 3.

**Target:** All Year 5 learners are achieving at or above the expected curriculum level in reading

#### 1.2 Begin to integrate the Aotearoa New Zealand's Histories Curriculum into classroom practice

Actions	Resources	Outcomes/Target
Engage with professional development to support the implementation of the Aotearoa NZ Histories. <ul style="list-style-type: none"> <li>Week 0 and ongoing hui with Jenny Bennet (Te Tiriti)</li> <li>Submit PLD proposal to MOE that includes ANZH</li> </ul>	All kaiako Greg - Cultural lead Jenn Bennett	<ul style="list-style-type: none"> <li>Staff explicitly integrate ANZH into their class programme</li> <li>Our school curriculum is reflect of the needs of our tamariki and is reflective of the history and stories from the rohe.</li> </ul>

Build authentic partnerships with local iwi to build a picture of cultural fabric and history of our our rohe to ensure our school has an identity as a kura in whakatau, New Zealand	Senior kaiako (camps) Greg-Cultural Lead SLT	<ul style="list-style-type: none"> <li>• Iwi collaboration with Junior property development</li> <li>• Kete of local stories used across the school</li> <li>• Kaiaki know names and some history of all 8 iwi</li> <li>• Senior camps liaise with iwi in regards to activities in Mohua/Golden Bay</li> </ul>
Specifically include Māori perspectives when considering Aotearoa NZ Histories	Syndicate leaders  Greg-Cultural Lead	<ul style="list-style-type: none"> <li>• Māori perspectives, language, pūrākau present in PD/planning for NZ Histories</li> <li>• Te reo Māori present in classroom settings</li> <li>• Year 5-6 Ākonga participate in local histories activities in Mohua/Golden Bay camps</li> </ul>
Use implementation of ANZHs as a gateway to understanding the format of the wider Curriculum Refresh	Janine Higgins - MOE Kāhui Ako PLD Day AST	<ul style="list-style-type: none"> <li>• Kaiako are familiar with 'understand/know/do' process</li> <li>• Kaiako understand what the levels of the curriculum look like in the refreshed documents.</li> </ul>
<b>1.3 Develop and begin to implement a Local Curriculum that is unique and responsive to the priorities, preferences and issues of our community</b>		
<b>Actions</b>	<b>Resources</b>	<b>Outcomes/Target</b>
Develop and socialise a cultural narrative to ground all HSS kaupapa around it as a focal point, giving prominence to Rangitāne	Lora, Greg- Cultural lead Jen Bennett- Kind Mind Kai Syndicate Leaders	<ul style="list-style-type: none"> <li>• Secure funding/support via regionally allocated PLD</li> <li>• Engage in PLD supporting local curriculum and cultural narrative development</li> </ul>
Build authentic partnerships with local iwi to build a picture of cultural fabric and history of our our rohe to ensure our school has an identity as a kura in whakatau, New Zealand	Senior kaiako (camps) Greg-Cultural Lead SLT	<ul style="list-style-type: none"> <li>• Introduce waiata and karakia specifically from kaitiaki iwi, Rangitāne.</li> <li>• Collaboration with Rangitāne with Junior property development and blessing</li> <li>• Kete of local stories used across the school</li> <li>• Kaiaki know names and some history of all 8 iwi</li> <li>• Senior camps liaise with iwi in regards to activities in Mohua/Golden Bay</li> </ul>
Implement the Creative in Schools plan, that includes and builds upon local stories/ANZH. Develop an identity for our kura that identifies it as part of our rohe.	Greg - Cultural lead Syndicate Leaders Maire Lewis Smith Karl Wulff	<ul style="list-style-type: none"> <li>• Visual representations, created collaboratively by and for ākonga, of te ao Māori, pūrakau, and local histories around the school.</li> </ul>

## Strategic Aim 2:

Ākonga at Hampden Street School are engaged, agentic, bi-cultural citizens of Aotearoa New Zealand

### Annual Objectives:

**2.1 Ensure that Ako: Critical Context for change is embedded in our practice and across our pedagogical trajectory.**

**2.2 Implement a trajectory that incorporates our key beliefs around pedagogy including the place of agentic learning, play-based learning, and culturally sustainable practice.**



**2.1 Ensure that Ako: Critical Context for change is embedded in our practice and across our pedagogical trajectory.**

Actions	Resources	Outcomes/Target
Consolidate and build upon kaiako understanding of cultural relationships for responsive pedagogy, adaptive expertise driving deliberate professional acts, and strengthening home/school/community collaborations	SLT Co-Inquiry Cycle Poutama Pounamu (Shep and Melissa)	<ul style="list-style-type: none"><li>Each kaiako completed two co-inquiry cycles over the year (Terms 1 and 3), with time set aside for re-visiting and sharing goals</li><li>Local issues and NZ histories have been considered and included in planning/teaching</li><li>All ākonga and whānau feel they or their child feel good about 'being' their ethnicity at HSS (RTH data)</li></ul>
Increase our shared understanding of te ao and tikanga Māori	Greg - Cultural lead Poutama Pounamu (Shep and Melissa) Te Kākano	<ul style="list-style-type: none"><li>Kaiako participated in Te Ahu o Te Reo Māori</li><li>Kaiako use pepeha and mihi regularly</li><li>An HSS trajectory or 'way' for kaiako and ākonga to share mihi/pepeha</li><li>Te Kākano as a vehicle for ākonga to explore and learn te ao and tikanga Māori</li></ul>
Improve use of te reo Māori within classrooms and schoolwide	Māori Made Easy Brekky group Greg - Cultural lead Poutama Pounamu (Shep and Melissa) Te ahu o te reo māori	<ul style="list-style-type: none"><li>All students at Māori language learning <a href="#">Level 5 and Te Kākano at 4B</a></li><li>A progression of learning throughout the school for te reo, using <a href="#">Te aho arataki marau mō te ako i te reo Māori</a></li><li>Kaiako all have personalised reo plans, including several staff in te ahu o te reo Māori course</li><li>New waiata and karakia are introduced on a weekly basis</li></ul>

		<ul style="list-style-type: none"> <li>Students and kaiako have regular opportunities to share pepeha and mihi</li> <li>Etiquette and tikanga modelled consistently</li> </ul>
<b>2.2 Implement a trajectory that incorporates our key beliefs around pedagogy including the place of agentic learning, play-based learning, and culturally sustainable practice.</b>		
<b>Actions</b>	<b>Resources</b>	<b>Outcomes/Target</b>
Continue to use and develop the <a href="#">CR4RP/ &amp; 7 Principles rubrics</a> , and the HSS learning process as a pedagogy self-reflection tool.	Don/ Lora Poutama Pounamu (Shep and Melissa) Michelle	<ul style="list-style-type: none"> <li>Swivl or peer for observation as a means to reflect on our pedagogy</li> <li>CR4RP/7 Principles language will be visible in documentation/planning, PGC conversations, and PLC groups</li> <li>Reflections visible in teacher's PGC</li> <li>A living doc that articulates what and how the learning process is used at HSS</li> <li>The Learning Process is visible in planning and classroom practice (including use of Māori kupu)</li> </ul>
Continue to build on and develop our hybrid learning programme that is responsive to the needs of ākonga	Don - Masters project	<ul style="list-style-type: none"> <li>Ākonga can easily engage in high quality learning from home</li> <li>Whānau feel more connected to ākonga learning/school experiences</li> <li>Staff able to reflect on and identify elements of hybrid learning that were successful and should continue, and areas which we could develop further</li> <li>Builds collaboration within the teams</li> <li>Hybrid learning reflects our HSS pedagogy</li> </ul>
Continue to consolidate our play-based practice in the Junior Syndicate and explore what play-based practices look like throughout the school.	Junior team (Mary/Zoe leading) Lora	<ul style="list-style-type: none"> <li>More consistent Play-based practice throughout the syndicate, including a shared understanding of the role of kaiako. This can be measured through observations, anecdotal conversations, collaborative planning.</li> <li>Planning through different topics to provide provocations that follow identified urges of the students along with linking them to the curriculum focus.</li> </ul>

### Strategic Aim 3:

Ākonga and kaimahi at Hampden Street School will experience mauri ora and a sense of belonging

### Annual Objectives:

**3.1 Implement Tier Two PB4L Framework.**

**3.2 Monitor the pastoral needs of ākonga post pandemic, including seeking opportunities to re-engage with the school community.**



### 3.1 Implement Tier Two PB4L Framework.

Actions	Resources	Outcomes/Target
Continue to create, remake then implement weekly lesson focuses associated with the STARS Matrix in different settings across the school, including looking at our STARS through a kaupapa Māori lens	PB4L Team (Dean Francois and Noel McClements co-lead)	<ul style="list-style-type: none"><li>Videos created fortnightly by various staff members on existing needs as identified through observation and termly data</li><li>Stories of Maui used to identify/further develop STARS qualities</li></ul>
Develop permanent signage to promote our PB4L message using the PB4L funding that includes Te reo kupu.	PB4L Team (Dean Francois and Noel McClements co-lead)	<ul style="list-style-type: none"><li>Signage on display around the school and on relevant school documentation</li><li>Existing Tier 1 documentation reviewed and changed to fit our current learning environment.</li></ul>
Team established to begin implementation of PB4L Tier 2	PB4L Tier 2 Framework PB4L MOE mentors (Nicki Hallagan and Paul Johnston) PB4L Team (Dean Francois and Noel McClements co-lead) Leadership team LSC - Tracy McClaren <b>PLD Workshops</b> Marg Thorsborne - Restorative practice 2 day workshop. 28 & 29 June 2023.	<ul style="list-style-type: none"><li>Team established across all areas of the school</li><li>Regular meetings (2 termly) that look into the key features of the Tier 2 framework is established</li><li>Team to attend two training days in terms 2 &amp; 3</li><li>Teachers are able to manage students at Tier Two in an effective and positive way.</li><li>Limit numbers of stand downs and suspensions and have a proactive and effective intervention for students who do get stood down.</li><li>Staff are knowledge effective in using restorative practices when dealing with behaviour issues.</li></ul>



	<i>PB4LSW Expo of great regional practice to be held in Nelson - Monday July 24. -</i>	
Embed trauma informed practice throughout the school	LSC - Tracey Staff Only Day - TIP workshop refresher. Tier 2 Training - PB4L Team	<ul style="list-style-type: none"> <li>• Staff understand what trauma informed practice is and can apply it when dealing with students.</li> <li>• Consistent practice across the school.</li> </ul>
Establish the counsellor role within the school	LSC - Tracey Don Jade	<ul style="list-style-type: none"> <li>• Children and whānau have access to counselling when needed.</li> <li>• School has developed protocols and guidelines around access to counselling.</li> </ul>

#### Target Area 2: PB4L

**Background:** In 2022, 85% of behaviour incidents at school were caused by boys, which is similar to the previous two years. A large majority of these incidents are of a physical nature (300 incidents or 33%). The current Y5 cohort of students (previously Y4) had significantly more behavioural incidents than any other cohort (168 incidents or 28%). In summary, last year we had a total of 101 physical incidents involving boys from the Year 5 cohort.

**Target 2:** In 2023, we will reduce the number of physical behaviour incidents involving boys in Year 5 by 50%.

### 3.2 Monitor the pastoral needs of ākonga post pandemic, including seeking opportunities to re-engage with the school community.

Actions	Resources	Outcomes/Target
Improve ākonga attendance <ul style="list-style-type: none"> <li>• Monitor attendance to identify students at risk of disengagement.</li> <li>• Regular communication in a variety of formats</li> <li>• Gather ākonga voice around attendance</li> <li>• Regular communication in a variety of formats</li> </ul>	SLT	<ul style="list-style-type: none"> <li>• Attendance monitoring systems are effective and regular follow up of non-attenders</li> <li>• Engaged with new Nelson city attendance service</li> <li>• Whānau value school attendance and understand the importance of students developing positive attendance habits.</li> </ul>
Improve whānau engagement with kura to post-pandemic levels	SLT Syndicate leaders	<ul style="list-style-type: none"> <li>• Whānau feel they have a voice - as measured through RTH and other whānau survey</li> <li>• Regular opportunities for whānau to come to school-sharing days, drop offs, sports events, celebrations,</li> <li>• Regular communication to whānau in a variety of formats (Individualised and general)</li> </ul>

#### Target Area 3: Attendance

**Background:**In Term 4 2022 , our overall attendance bucked the national trend and we had 71% (90%-100%) of students attending school regularly and only 2.2% chronically absent. This is ahead of the Ministry of Education 2024 targets. However, as a cohort, our Māori students attendance was significantly lower than the general population, with only 47.6% of Māori students attending regularly and 9.5% are chronic absences. We feel this is not good enough and we are keen to address this in 2023 so Māori students at least meet the MOE target in 2024, if not surpass it.

**Target:** By the end of 2023 at least 70% of all Māori students attend school regularly (90%-100%) to be inline or ahead of the MOE's 2024 targets.

#### **Target Area 4: Whānau engagement**

**Background:** Prior to the COVID-19 pandemic our whānau engagement was excellent with activities such as school productions, and sports event being well attended. At our parent conferences we would consistently have over 90% of whānau attend. At the start of 2022 that figure has dropped to around 89% and then this year that figure had dropped to 78%. There is no doubt that red and orange COVID level restrictions which kept whānau out of school have had an ongoing effect and we feel we need to rebuild whānau engagement so parents are able to be more active members of our home/school partnership again.

**Target:** At least 90% of whānau attend our term three parent conferences.

<b>Glossary of Terms</b>	
<b>Term or Acronym</b>	<b>Translation</b>
HSS	Hampden Street School
Mauri Ora	This refers to the concept where groups come together in an environment of mutual respect and equal status.
RTH	<b>Rongohia te Hau</b> - The investigation and data collected on Māori student engagement at HSS and across our CoL
CRRP	<b>Cultural Relationships for Responsive pedagogy</b> - Developing an inclusive model of teaching and learning, particularly for our Maori learners.
CoL	<b>The community of Learners</b> - The cluster of Schools and ECE providers working together to improve student outcomes
Kāhui Ako	The Community of Learners
SeeSaw	An online tool which provides learners and teachers with a chance to share their work, events, and communication with whanau.
STEM	The collective name for Science, Technology, Engineering and Mathematics

PB4L	Positive Behaviour for Learning - MOE initiative the school is part of.
ākonga	A learner
Philosophy to Practice	Hampden Street School Curriculum, and Teaching and learning guide.
Whanaungatanga	A close connection between people; kinship.
LT	Leadership team (COL leaders, Syndicate leaders, APs, DP, LSC and Principal)
SLT	Senior leadership team (APs, DP and Principal)
LSF	Learning Support Facilitator (Ministry)
LSC	Learning Support Coordinator
LSA	Learning Support Assistants (formally known as Teachers Aides)
ECE	Early childhood education

