

Te Kura o Hinuera



Charter, Strategic & Annual Plan 2021-2023



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Principal Endorsement	
Board of Trustees endorsement	
Submission date to Ministry of Education	

- Respect, Resilience & Responsibility -

Index

- ❖ Introduction
- ❖ School Mission, Vision and Values
- ❖ Māori Dimensions and Cultural Diversity
- ❖ Ministry of Education and School Priorities
- ❖ Strategic Plan 2021-2023
- ❖ Annual Plan 2021



Introduction

Who we are:

Te Mihi o Hinuera

Ko te kura o Hinuera tatou e
Tena koutou katoa e hoa ma
Ko Tainui te waka e
Ko Maungatautari te maunga e

Ko Waikato te awa
Ko Raukawa te iwi
Ko Ngati hinerangi
Te hapu o te kura

Ko Hinuera to matou wahi
I tu tatou tatou katoa
Ki te tipu me to akona
Ko te kura o Hinuera e
Ko Hinuera tatou tatou e



We are Hinuera School
Greetings to you friends
Tainui is our waka
Maungatautari our mountain

Waikato our river
Raukawa our tribe
Ngati Hinerangi
Is the subtribe of the school

Hinuera is our place
We all stand together
Learning and growing
We are Hinuera School

Hinuera School was established in 1892 and it has a long tradition of providing quality education for students. We are a decile 7 school and we cater for Year 1-6 children from the Hinuera and Matamata areas.

There is a strong emphasis on caring for each other throughout the school, from the youngest to the oldest students, and displaying our values of respect, resilience and responsibility. At Hinuera we are fortunate to have wonderful staff who have children's learning and growing as their main focus.

The school roll for 2021 is currently 165, with a teaching staff of 12 full and part time, and 6 support staff. 16% of our students identify as Māori, identifying with a range of different iwi. The non Māori students in our school identify as 82% NZ European, and a small number of other nationalities.



What makes us unique:

Our school culture is based on our values of Respect, Resilience and Responsibility, and this flows through into everything we do. The Key competencies of the NZC underpin all curriculum programmes at Hinuera School.

Creating a world class learning environment that enables children to build a strong future is highly important to us at Hinuera School.

The Hinni Kid Logo:



Our Hinni Kid logo was created with students and the community and represents what we feel a successful Hinni Kid would look like. It incorporates our vision statement and values programme. It is used to encourage students to be the best that they can be to build strong futures.

Our commitment to the community:

Hinuera School prides itself on having a positive reputation within the community for providing world class educational opportunities for students. We pride ourselves on having open, effective communication with parents, whanau and the wider community. Students are offered a wide range of learning experiences and students' interests are catered for. We have teachers and leaders who are focused on student outcomes, and providing high quality educational programmes for students. Professional learning programmes for staff are at a high level and innovative teaching and learning is encouraged.



Foundation Values

WhaKaahui Akoute, Aumangea, Haepapa - Respect, Resilience and Responsibility

Mission

“Te tipu me to akona” - “Learning and Growing”

Hinuera School exists to be a world class learning community, where everyone is learning and growing, in order to become influential citizens in our global community.

Vision

“Ko te waihanga i tetahi waiheke Kaahui Akoha” - “Building a strong future”

Hinuera School has a vision to build a strong future. We have identified seven key areas for us to live this vision.

Strong Foundation

Our vision is to build upon our strong foundation. This includes strengthening our values of Respect, Resilience and Responsibility, the heart of Hinuera School. Students collaborate with leadership to drive and take ownership for how our values take shape in the school. Teachers, Students and the community develop a deep understanding of what it means to be a Hinni Kid. Hinni learners know the history of the school and our area. They know who they are, show pride in all they do and are accepting of diversity.

Community

Our vision is to embrace our community. Our community includes parents, whanau and local community, as well as national and global communities. We extend connections with our local community, encouraging and strengthening communication and collaboration between community members. Learning Programmes grow experiences with the real world, both face to face (EOTC & bringing community members in) and online. We strive to build connections with national and global communities. We embrace other cultures and are accepting of diversity. Hinni Kids are nurtured as leaders of community from a young age. We strive to impact on our environmental community in a positive way.

Collaboration

Our vision is to ensure collaboration with all stakeholders. Collaboration at Hinuera School means individuals working together towards a common goal to achieve a defined purpose. This includes strengthening Tuakana teina relationships between students. We encourage teachers to extend collaboration with each other, including sharing ideas, planning, observations and feedback. A partnership of learning programmes is fostered. Teachers collaborate across the district, nationally and globally, including teacher exchanges. The school engages with the Kaahui Ako and supports the endeavours of

it. Community members are encouraged to collaborate with the school, including sharing their skills and ideas.

Challenge

Our vision is for every Hinni Learner to embrace challenge. Every community member is in agreement that challenge is positive and support is given to build resilience. Hinuera School fosters a growth mindset. Teachers recognise the needs of individual learners and set challenges that enable them to rise to the next level. The journey of learning is celebrated, not only the finished product.

Future Focus

Our vision is to build a future focused learning community. All community members will be challenged to always see themselves as a learner, knowing how they learn and understanding their ability to learn. The foundation of this for teachers is Teaching as Inquiry. Our resources will be up to date and future focused. We provide new platforms for students to learn and pathways for them to get there. Educational research is frequently reviewed by the community, who also engage in educational learning offered by the school. We are more globally aware of what our future environment could look like based on the actions of Teacher Only Day.

Curiosity

Our vision is to develop curiosity. Our learning community is one where we are always 'wondering', challenging the limits and excited about the possibilities to learn. Hinni Learners are eager to learn new things, learn from their mistakes, and take risks with their learning. Teachers provide provocations for students to develop their curiosity about the world around them. Student interests are a fundamental part of learning programmes.

Success

Our vision is to be successful in all that we do. Hinuera School promotes well rounded success. The foundation values of Respect, Resilience and Responsibility are promoted as a measure of success alongside the Key Competencies and a Growth Mindset. There is success in the journey, not only the final product. Successful people are celebrated and their stories are shared with the community.

Māori Dimension & Diversity

Hinuera School is committed to strengthening connections of language, culture and identity in relation to Māori students and achievement. We are committed to partnering with Māori to ensure that Māori achieve success as Māori. Our school will reflect this by:

- Operate consistently with the principles of the Treaty of Waitangi
- Demonstrate culturally responsive practice incorporating the principals Ka Hikitia and Tātaiako
- Respecting and honouring traditions of Māori students and their whanau
- Supporting the inclusion of Kapa Haka in school
- Supporting the inclusion of Māori language programmes and ensuring staff are kept up to date with relevant professional development as needed

- Provide instruction in Te Reo Māori where there is sufficient demand and suitable personnel available
- Endeavour to have a Māori representative on the Board of Trustees
- Consult with Māori whanau and ensure their wishes and requests are incorporated into strategic and annual planning

Hinuera School is committed to welcoming and catering for diversity, and will provide inclusive and supportive learning environments that enable all students to achieve. Our school will reflect this diversity by:

- Respecting and honouring the various ethnic groups at Hinuera School
- Exploring a range of other cultures and traditions as part of our curriculum learning
- Emphasising respect and tolerance of others cultures through our values programme
- Providing ESOL programmes and meeting the needs of our ESOL learners

MOE and School Priorities

Hinuera School prioritises student success and wellbeing. The school aspires to provide a 'world class' educational environment that emphasises learning and growing and building a strong future.

The strategic priority of the school is for all students to realise their potential and build the capacity of our learners to learn. The Board of Trustees is committed to providing innovative learning environments and a curriculum that enables students to become influential citizens in our global community.

The strategic plan and annual plan demonstrate clear links to the focus on success for ALL, including Māori, Pasifika, and students with special education needs.



Strategic Plan 2021-2023



Hinuera School



Building a strong future



Kaupapa (School Goal)

Create a school culture and environment that reflects the aspirations of our community.



Ako (Student Goal)

Develop teaching and learning programmes that are highly responsive, future focused and promote equity and excellence in student outcomes.



Whanaungatanga (Community Goal)

Strengthen partnerships within/across our community

Strategic Goals 2021-2023

Building a strong future

<p>Strategic Goal 1: Kaahui Akoupapa – School Goal</p>  <p>Create a school culture and environment that reflects the aspirations of our community.</p>	<p>Strategic Goal 2: Ako – Student Goal</p>  <p>Develop teaching and learning programmes that are highly responsive, future focused and promote equity and excellence in student outcomes.</p>	<p>Strategic Goal 3: Whanaungatanga – Community Goal</p>  <p>Strengthen partnerships within/across our community.</p>
<p>Vision/Rationale: As it relates to our vision of “building a strong future”. In particular the areas of:</p> <ul style="list-style-type: none"> • Strong Foundation • Collaboration • Future Focus • Curiosity 	<p>Vision/Rationale: As it relates to our vision of “building a strong future”. In particular the areas of:</p> <ul style="list-style-type: none"> • Challenge • Success 	<p>Vision/Rationale: As it relates to our vision of “building a strong future”. In particular the areas of:</p> <ul style="list-style-type: none"> • Community <p><i>Strong foundation in the Kaahui Akoupapa section has strong links to our whanaunatanga goal.</i></p>
<p>Links to National Administration Guidelines:</p> <p>NAG 4 – Allocating and managing the use of school funds NAG 5 – Provide a physically and emotionally safe environment for students and staff NAG 6 – Compliance and general legislation NAG 7 – Annual update of school charter NAG 8 – Provide an analysis of variance</p>	<p>Links to National Administration Guidelines:</p> <p>NAG 1 – Fostering student achievement NAG 2 – Strategic planning, self-review and reporting NAG 3 – Develop and implement personnel policies and being a good employer NAG 5 – Provide a physically and emotionally safe environment for students and staff</p>	<p>Links to National Administration Guidelines:</p> <p>NAG 1 – Fostering student achievement NAG 2 – Strategic planning, self-review and reporting</p>

Strategic Plan 2021-2023

Building a strong future

Create a school culture and environment that reflects the aspirations of our community...

2021	2022	2023
<p><u>Strong Foundation</u></p> <ul style="list-style-type: none"> • School "Hinni Kid treaty" evident in all classrooms. • We continue digging into our school's cultural heritage, including attending Matamata Kaahui Ako Teacher Only Day. • School curriculum includes our area/cultural history, pepeha and spreading our roots deeper (storying our past). • School trips to significant and local places are encouraged and incorporated eg: Maungatautari • Marae visits/stays investigated • Hinuera School history showcased in local paper, including school shield relaunch and centenary tree replant event. School shield history taught in classes. • Aotearoa NZ Histories in the National Curriculum resource unpacked and trailed in the school • Senior Leadership Team reflect on Professional Learning and Development around Educationally Powerful connections and make an action plan. 	<p><u>Strong Foundation</u></p> <ul style="list-style-type: none"> • Values programme living not done to them • Senior students driving the Values sessions. • Continuing to investigate our local history including making connections with local iwi. • Environment of acceptance and diversity. • Marae trips planned on a routine basis. • Waka ama continues to play a role at Camp Ohope. Ways to grow Maori connection and Ohope history is investigated. • Aotearoa NZ Histories in the National Curriculum resource fully integrated into the Hinni Highway 	<p><u>Strong Foundation</u></p> <ul style="list-style-type: none"> • Review of values programme • Iwi connections continue to be built. • School culture reflects the school values • Routine Marae trips begin. • Maori cultural aspect included on school camp. • Aotearoa NZ Histories in the National Curriculum resource fully integrated into the Hinni Highway

<p><u>Collaboration</u></p> <ul style="list-style-type: none"> • Team meetings foster collaboration – Collaboration in planning. • Senior Leadership Team review Team meeting expectations to ensure consistency between teams. • Tuakana Teina Buddy Classes re-introduced, strengthened by understanding and including learning. Dig deeper into what this means eg: actual support / teaching by buddies • Professional Growth Cycle programme set up to support teachers' personal inquiries, AKO goals and collaboration • Tuakana Teina teacher observations are refined by Within School Teacher. • Shadow coaching refresher takes place in staff meeting. • Partnering in learning programmes is investigated and included in the school curriculum • Teachers share their ideas openly with K.A • Senior Leadership Team investigate ways to collaborate with other schools in regards to Professional Learning and Development. 	<p><u>Collaboration</u></p> <ul style="list-style-type: none"> • Collaboration between senior and junior teams, starting at the leadership level, in relation to planning takes place. • Tuakana Teina buddy system continues. • Shadow coaching tool used regularly. 	<p><u>Collaboration</u></p> <ul style="list-style-type: none"> • Regular collaboration between junior and senior teams for planning takes place. • Tuakana Teina buddy system continues • Review of the shadow coaching tool by Within School Teacher and Senior Leadership Team
<p><u>Future Focus</u></p> <ul style="list-style-type: none"> • Review of current resources and funding of resources including The Arts and Enviroschools • Enviro schools investigated including the programme and ethos. Relevant material is included in our school curriculum document • School digital lead teacher works with leadership to develop a school wide digital technologies progression. • Professional Learning and Development around digital technologies provided to staff. • Digital technologies included in school wide curriculum review. 	<p><u>Future Focus</u></p> <ul style="list-style-type: none"> • Review of outdoor environment to ensure it is future focused • Enviroschools starts to become part of our school culture • Bring your own device investigated • New curriculum up and running and future focused • Digital technology curriculum Professional Learning and Development implemented into classrooms. • Investigation begins on what new technologies would benefit the development of students digital learning. 	<p><u>Future Focus</u></p> <ul style="list-style-type: none"> • Outdoor learning environment is maximised for student learning opportunities and continues to be reviewed and upgraded • New technologies are purchased and teachers are supported in their use.

<ul style="list-style-type: none"> • What it means to be a Hinni Kid is developed to work alongside the logo and include growth mindset and learner agency • Staff meetings and leadership meetings focus on current research around pedagogy and innovation • A review of the Hinni Highway continues to ensure that our curriculum reflects our vision • Digital technologies assessed to ensure they are fit for purpose eg: iPads, Chromebooks etc • Parent information evening hosted to support cyber safety in the school community 		
<p><u>Curiosity</u></p> <ul style="list-style-type: none"> • Teaching as Inquiry encourages teachers to be curious about the possibilities in education • Leadership encourage teachers to try new ways of teaching and supports individual teacher inquiry • Board of Trustees are encouraged to become curious about classroom programmes, Walk throughs become regular • Transitions to schools are investigated and researched • Provocations in learning are explored • Inquiry learning is examined and becomes a key part of the curriculum • Key Competencies are developed alongside inquiry • Parent community informed in a range of ways about changes in learning programmes eg: website/blogs/newsletters 	<p><u>Curiosity</u></p> <ul style="list-style-type: none"> • Parent community informed in a range of ways about changes in learning programmes eg: Parent evenings held regularly • Student interests become planning starting points • Board of Trustees continue to be actively in classes and working with the Senior Leadership Team on building a strong future. • A deeper understanding of play based learning is investigated and presented to staff and the Board of Trustees. 	<p><u>Curiosity</u></p> <ul style="list-style-type: none"> • The pedagogy behind Play based learning is shared with our school community. • The community is invited in to classrooms to see them 'in action' • Board of Trustees regularly engage with teachers, staff and the community.

Develop teaching and learning programmes that are highly responsive, future focused and promote equity and excellence in student outcomes ...

<p><u>Challenge</u></p> <ul style="list-style-type: none"> • Goal setting investigated – how are students motivated, challenged and agentic in setting their goals? • Learner agency explored more deeply. • Student led conversations investigated and trialled through the senior school. • Growth mindsets are developed within the school – Parent evening held. • The use of Seesaw continues to be developed across the school to share authentic learning • The use of Seesaw in incorporated into the school culture. Expectations are clear. • Voice is gathered from students, staff and the community around Seesaw. (Community consultation) 	<p><u>Challenge</u></p> <ul style="list-style-type: none"> • Reporting to parents is examined to ensure it aligns with learning that is happening at school. • Student led conferences are incorporated in the senior school. Junior teachers begin to discuss the possibilities of student led conferences. • Voice is gathered from students, staff and community around student led conferences. (Community consultation) • The use of Seesaw in incorporated into the school culture. Expectations are clear. 	<p><u>Challenge</u></p> <ul style="list-style-type: none"> • This is an area to be developed
<p><u>Success</u></p> <ul style="list-style-type: none"> • School wide review of behaviour management planning completed, and a revised plan with a focus on Positive Behaviour Planning is developed. Potential of becoming a Positive Behaviour for Learning (PB4L) school in 2022 explored. • Key Competencies Development is reviewed and becomes a major part of the new curriculum and class programmes • Planning is monitored/reviewed to ensure balanced programmes • Balance of success is promoted and encouraged and reflected in reporting and social media eg: Literacy, numeracy, sports and art. 	<p><u>Success</u></p> <ul style="list-style-type: none"> • Potential PB4L launch • Reviewed Hinni school curriculum in use across the school. • Leadership units developed to reflect the strengths of teachers at school. New leadership opportunities provided for staff. • Leadership team take part in specific Professional Learning and Development to grow leadership strategies. • 3Rs awards continue to grow and become part of the school culture. • Regular review of Student Achievement with leadership team and Board of Trustees. 	<p><u>Success</u></p> <ul style="list-style-type: none"> • PB4L continues • Leadership team continue to take part in Targeted leadership Professional Learning and Development • 3Rs awards continue to grow and become part of the school culture. • Regular review of Student Achievement with leadership team and Board of Trustees. • Meaningful interventions developed by Special Education Needs Co-Ordinator

<ul style="list-style-type: none">• Growth mindsets are examined in each class and becomes a part of the curriculum• Regular review of Student Achievement with leadership team and Board of Trustees.• Special Education Needs Co-Ordinator report provided to Board of Trustees.• Student voice shared at Board of Trustees Meetings• 3R's awards continue to be part of End of year assembly. Community voice is gathered, display of 3R's students created.• Special Education Needs Co-Ordinator continues to provide assessment, advice and guidance for at risk learners. Planning and programming to cater for Gifted and Talented Education (GATE) becomes part of teacher intervention registers and specific focus of Special Education Needs Co-Ordinator work.• Special Education Needs Co-Ordinator takes part in specific Professional Learning and Development to grow the use of in class interventions.	<ul style="list-style-type: none">• Special Education Needs Co-Ordinator report provided to Board of Trustees.• Special Education Needs Co-Ordinator continues to explore interventions to support at risk learners.	
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Strengthen partnerships within/across our community...

Community

- School car park expansion/redevelopment project planned and completed, to support safer and easier community connection with the school.
- Local community members/experts are brought into school twice per year or more.
- Enviroschools programme and ethos is included in our school curriculum
- Regularly connecting with the school community continues, as well as further developing the best way to do this.
- Teachers increase observations with local schools.
- Local and international community issues are inquired into during class time
- Seesaw continues to be developed as a way of sharing learning with the community.
- Teachers are encouraged to observe schools outside of the district and share their learning back to staff.

Community

- Students contribute to social media updates.
- School reports reflect mission vision and values of the school – reporting is reviewed
- Teachers are encouraged to visit or exchange learning with schools overseas

Community

- To be developed



Building a strong future

Annual Plan 2021

NZ Curriculum 2021 Achievement Targets

Reduce numbers of students achieving below NZC level expectation for Reading and Writing:

Baseline Data from 2020 EOY results:

Reading: 31 students below EOY expectation, including 20 male students.

Writing: 24 students below EOY expectation, including 19 male students.

Targets:

Reading: No more than 20 students below End of Year NZC expectation.

Writing: No more than 20 students below End of Year NZC expectation.

Development Areas 2021	Actions	Measures/Outcomes
Local Iwi connections and knowledge of School/NZ history	<ul style="list-style-type: none"> • Kapa haka programme investigated and reintroduced • Te reo lessons in class main focus of Tuakana teina programme • Aotearoa NZ Histories in the National Curriculum resource unpacked and trailed in the school • School shield/logo history investigated in classes and shield repainted/relaunched during the year 	<ul style="list-style-type: none"> • Kapa haka thriving as a school programme • Te reo lessons enhanced • Aotearoa NZ Histories in the National Curriculum incorporated into Hinni Highway
Positive Behaviour Programme	<ul style="list-style-type: none"> • Behaviour Management planning reviewed and implemented • Positive behaviour management identified as a school goal on job descriptions • Potential of implementing the MOE Positive Behaviour for Learning (PB4L) programme in 2022 investigated 	<ul style="list-style-type: none"> • New Positive Behaviour plan in place and working effectively throughout the school • PB4L investigations completed and application made for 2022 if appropriate
Reading and Writing Programmes and Results	<ul style="list-style-type: none"> • Reading/Writing programme planning and implementation specific focus of leadership discussion and classroom observations • PLD in Reading/Writing Programmes for some staff, with learning to be shared with other staff • All students at risk of not achieving expected EOY results identified on Intervention Registers, with specific plans in place • SENCo works with teachers and teacher aides to support accelerated learning for at risk students • Reading/Writing achievement results tracked carefully during the year 	<ul style="list-style-type: none"> • Reduction in numbers of students not achieving EOY expectations for Reading/Writing

<p>Gifted and Talented Learning</p>	<ul style="list-style-type: none"> • Identification and planning to meet the learning needs of GATE students included on Intervention Registers • SENCo support for class teachers to develop ways GATE learners can be catered for within class programmes • Specific programmes like Maths Problem Solving challenges introduced 	<ul style="list-style-type: none"> • Identification, planning and implementation of programmes for GATE learners evident within school operations
<p>Digital Technologies in the NZ Curriculum</p>	<ul style="list-style-type: none"> • School Digital Tech Leader identified, and job description of ways to support development of digital technologies implemented • Clear plan of the development of Digital Technologies through the school developed 	<ul style="list-style-type: none"> • Digital Technologies plan incorporated into Hinni Highway
<p>Health and Safety: Car Park Project</p>	<ul style="list-style-type: none"> • Funding for car park extension secured through MOE School Improvement Project funding (SIP) • MPDC support for council aspects of the project secured • Car Park project completed during 2021 	<ul style="list-style-type: none"> • Car park extension completed on budget • School car park area is a safer and fit for purpose