



Hapuku School

**Strategic Plan 2020 – 2022, and
2020 Annual Action Plan**
(final version March 2020)

The school and its community

Ko Manakau te Maunga
Ko Hāpuku te Awa
Ko Te Haumi te Marae
Ko Hāpuku te Kura

The Best of Both Worlds
From the mountains to the sea
“Ki uta ki tai”

The maunga, the moana and Māngamāunu marae represent the mana whenua of our school in the same way that our whānau, hapu and iwi provide our students with a strong foundation and a place for them to stand tall.

From Māngamāunu Marae we can view the surrounding domains of Tangaroa, Tane, Rangi and Papa and learn about the past that will lead us into the future. We are also connected to the whenua (landscape learning), surrounding mountain ranges and together with whānau will ensure that this foundation sustains learning at Hāpuku School.

Hāpuku is a U1 Designated Character School that delivers level 2 Bilingual Education Programmes in our teina (years 1-4) class and our tuakana class (years 5-8). The School comprises a teaching Principal, a Principal release Teacher, and other Kai āwhina. Students attending the school come from the wider Kaikōura district. We have small class sizes and a high degree of individual attention with an emphasis on the Tuakana Teina model of learning.

We are passionate about Te Reo Māori me ngā tikanga and Kapahaka. We have a close association to Mangamāunu Marae and support many kaupapa in our community.

Purpose

This document outlines Hapuku School's strategic direction for the period 2020 – 2022. It details four key focus areas which will support the school to establish a pathway for achieving equity and excellence: Ako (Learning), Hauora (Wellbeing), Kotahitanga (Community Partnerships) and Tuakiri (Culture and identity).

This plan is a living document that will be revised as needed to address changing needs or priorities, comply with Ministry requirements or incorporate best practice. It is intended that this document will guide the Board's decision making and ensure that both governance and operational decision advance the strategic goals outlined in this plan.

Consultation

This plan has been developed by the Board with input and information from a range of stakeholder groups. The School has carried out consultation in the following areas:

- Wellbeing – staff and student
- Overall curriculum delivery
- Engagement with and communication to community
- Whānau exiting the school

We have used a variety of methods – informal /formal meetings, phone calls and staff meetings to gather voice from teaching staff and students. In considering consultation responses we use an internal self-review tool (refer to Appendix 1).

Further consultation and review on areas related to this document is scheduled during 2020 are detailed in the BoT three-year Workplan.

Our WHY	
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Our Vision	The Best of Both Worlds - From the mountains to the sea "Ki uta ki tai"
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Our Values	These values are deeply held beliefs highlighting what our school community considers most important for our learners so that they will thrive in diverse communities. These values will be reflected in all actions and interactions within the school.
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Manaakitanga	Rangatiratanga	Kaitiakitanga	Kia rere te reo
showing kindness and caring to one another	self-determination	encourage and practice sustainability for our language and customs, and for our environment	let the language flow

Our Strategic Direction (goals)

Hapuku School vision will be achieved and upheld through focusing on its four key strategic areas. The Four key strategic areas, the outcome and goals for each area, that will drive the School to success, are:

Ako Learning	Hauora Wellbeing	Kotahitanga Community Partnerships	Tuakiri Culture and identity
Inspiring, balanced and progressive learning experiences that lead to world ready Hapuku graduates.	Resilient, articulate, respectful, proud, caring and creative tamariki full of effort and integrity	Engaged and included community, supporting Hapuku School learning practices	Be confident in our ever-changing world(s) while embracing our unique history; and the special principles and practices of Maori
(1) An innovative learning experience that inspires creativity and builds the courage to take risks in learning.	(4) A pastoral support system that celebrates unique personalities and co-curricular opportunities that develop good social skills, emotional intelligence and wellness, and celebrates individual and collective achievement	(5) Increased positive profile of the School in the local community and agencies as an inspiring, eminent Maori-medium educator	(6) Our whānau, hapu and iwi provide our students with a strong foundation and a place for them to stand tall. A clearly understood school culture based on our shared values
(2) A challenging curricular experience that reflects excellence in teaching and learning. Students, staff and trustees will seek to grow personally and professionally			
(3) Hapuku students will achieve at or above expected national averages in their curriculum and achievement plan. All students will be advanced but especially if they			

are currently below where they should be.			
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GOALS	2020	2021	2022
(1) An innovative learning experience that inspires creativity and builds the courage to take risks in learning.	Continue to develop and implement Te Marautanga o Hāpuku. Strengthen the te reo, and Literacy and Numeracy programmes.	Fully implement a comprehensive Te Marautanga o Hāpuku. Review the te reo, and Literacy and Numeracy programmes.	Review Te Marautanga o Hāpuku. Embed innovative teaching methods within the context of Literacy and Numeracy across the curriculum.
(2) A challenging curricular experience that reflects excellence in teaching and learning. Students, staff and trustees will seek to grow personally and professionally	Review school delivery and assessment practices. Ensure relevant and appropriate professional learning opportunities are planned and available to kaiako.	Implement effective school-wide programmes to address target areas of mathematics and writing.	School-wide effective delivery and assessment programmes including reporting achievement and progress to parents is part of everyday learning.
(3) Hapuku students will achieve at or above expected national averages in their curriculum and achievement plan. All students will be advanced but especially if they are currently below where they should be.	Student achievement goals will be set, monitored and formally reviewed annually. Implement accelerated learning initiatives for target students (in 2020 this focus is on years 3-6) to ensure progress and achievement by all students. Mechanisms ALiL and ALiMI.	Continue/Repeat	Continue/Repeat
(4)A pastoral support system that celebrates unique personalities and co-curricular opportunities that develop good social skills, emotional intelligence and wellness, and celebrates individual and collective achievement	Review and strengthen transition, learning support and wellbeing programmes for the benefit of all students. Celebrate individual and team achievements in these areas.	Implement review recommendations to bring out the unique personalities and talents of all learners.	Continue to meet the needs of all learners and ensure initiatives and programmes are targeted to needs and talents.
(5) Increased positive profile of the School in the local community and agencies as an inspiring, eminent Maori-medium educator	Promote the special character of school in the local community through positive participation in community events by tamariki.	Collaborate with other schools to share the special character of Hapuku with other Kaikoura Schools.	Showcase the special character of the school by hosting a community event at the school while continuing participation in regular events
(6) Our whānau, hapu and iwi provide our students with a strong foundation and a place for them to stand tall. A clearly understood school culture based on our shared values	Develop and implement an effective consultation process with tamariki, whanau, the local iwi community and trustees to determine what we value and believe.	Embed an effective consultation process with tamariki, whanau and Runanga to move forward the depth of what we value and believe.	Review, refine and build on the values and beliefs that shape the learning culture of our kura.

Enabling Functions

The Board gives effect to these strategic goals through its enabling functions of governance and strategy, property, health and safety, finance and personnel. The following table outlines the Board’s short to medium term direction in each of these functional areas.

Governance & Strategy	Property	Health and safety	Finance	Personnel
<p>Establish with the community a strategic plan to set the direction of the school.</p> <p>Approve the Annual Plan aimed at achieving the strategic goals.</p> <p>Monitor progress against the annual plan and strategic goals.</p> <p>Maintain an ongoing and regular review programme for Governance policies.</p> <p>Ensure a robust induction process is undertaken for incoming BOT members.</p>	<p>Meet the legal requirements to protect and maintain school buildings, infrastructure, learning spaces and playgrounds.</p> <p>Grow maintenance budget and ensure cyclic maintenance commitments are being met.</p> <p>Set priorities for the 5YA and 10YP.</p>	<p>Meet the legal requirements implicit in the new Health and Safety Act.</p> <p>Improve the structure, organisation and actions of the Health and Safety Team.</p> <p>Improve personnel’s capacity and understanding of procedures to ensure the safety of all.</p> <p>Continue to regularly meet with key stakeholders to ensure a highly effective Health and Safety programme.</p> <p>Regular Health and Safety reporting to the Board.</p>	<p>Ensure effective use of the budget enhances learning and the learning environment at School.</p> <p>Locally raised funds/PTA Community prioritised towards tamariki learning initiatives.</p>	<p>Recruit, employ and retain high quality, effective teachers, staff and leaders.</p> <p>Ensure ongoing professional learning and attestation programmes that enhance learning.</p> <p>Ensure staff are supported, developed and appraised against goals aligned with the strategy.</p> <p>Ensure leadership coaching for existing and emerging leaders.</p>

Diversity Statement

Hapuku School celebrates diversity in all its forms, including ethnicity, race, culture, gender, sexual orientation, religion, disability, and socioeconomic status.

Our school community is increasingly diverse and multicultural, and we provide a welcoming and inclusive environment for students of all backgrounds. We particularly emphasise valuing the identity, language and culture of our Māori, Pasifika and tauivi (new migrants) students and whānau/aiga.

Hapuku School ensures both the articles and the principles of Te Tiriti o Waitangi are reflected within our curriculum delivery programmes. The school further embraces its responsibility to ensure Māori success and upheld the cultural heritage of Aotearoa and our partnership with Māori through te Tiriti o Waitangi by ensuring in both policy and practice that Māori learners achieve educational success as Māori.

Hapuku School recognises and celebrates the diversity of its students and community, particularly Aotearoa's unique bicultural heritage, through:

- We provide bilingual and bicultural education throughout the school. Our school has a close, formal relationship with Nga Uri o Mangamaunu and the marae. Te Reo Maori is integrated across the curriculum.
- Include whānau in the decision making of the school, particularly through consultation and collaboration with our local iwi;
- Incorporating te reo me ona tikanga Māori into the development of long-term plans;
- Incorporating and celebrating aspects of students' identity, culture and language in the classroom;
- Tuakana/teina roles included in teaching and learning for recognition of what students and staff are good at, and areas for growth and development;
- Regularly reviewing policy documents and practices which highlight the unique position of Māori learners and their needs;
- Developing policies and practices which reflect the diversity of learners and whānau;
- Kaitiakitanga woven into the curriculum and physical school environment through community action;
- Hauora promoted as a framework of holistic wellbeing.

Documents and Plans to inform this Strategic Plan

- The New Zealand Curriculum, Te Marautanga o Aotearoa and Hapuku Schools local curriculum development
- April 2019 ERO report
- 2019 Charter
- 2019 Annual Plan Review
- 2019 Student Achievement Targets
- 2019 Student Achievement Data
- Kahui Ako Achievement Challenges
- Principal's Reports to BOT meetings, 2019
- Self-review
- Community Consultations

HAPUKU SCHOOL - ANNUAL ACTION PLAN 2020

AKO (1) 2020	What	Who	When	Resourcing
Continue to develop and implement Te Marautanga o Hāpuku. Strengthen the te reo, and Literacy and Numeracy programmes.	(a) Finalise local curriculum development and embed in inquiry	All Kaiako supported by CORE ED	Dec 2020	CORE ED PLD
	(b) Embed use of ALiL	All kaiako supported by Rebecca Maser (BT mentor) and RT LiT	Dec 2020	BT Mentor RT LIT
	(c) Develop use of AMiL	All kaiako	Dec 2020	
Baseline	Current Te Marautanga o Hāpuku curriculum documentation and 2019 achievement date			
Target	Finalised Te Marautanga o Hāpuku curriculum documentation and 2020 achievement date			
Monitoring / Review	Report progress to Board at meetings and end-of-year Annual Report, PLD delivery plan			

AKO (2) 2020	What	Who	When	Resourcing
Review school delivery and assessment practices. Ensure relevant and appropriate professional learning opportunities are planned and available to kaiako and BoT.	(a) review Hapuku learning landscape to ensure relevance	All kaiako supported by CORE ED	August 2020	CORE ED
	(b) Enhance assessment practices and information (through PACT & Kia Tere Tonu)	All kaiako	August 2020	Jacqui Clayton
	(c) Trustees engage with Governance training	Trustees	Dec 2020	NZSTA/LSM
Baseline	2019 achievement data, assessment moderation, BoT training register			
Target	Feedback from akonga show greater engagement and progression evidence in 2020 achievement data Assessments have great validity, making it more useful to plan akonga ILPs and acceleration. Most trustees attend all available training.			
Monitoring / Review	Report progress to Board at meetings and end-of-year Annual Report			

AKO (3) 2020	What	Who	When	Resourcing
Student achievement goals will be set, monitored and formally reviewed annually. Implement accelerated learning initiatives for target students in yr 4-6 to ensure progress and achievement by all students. Mechanisms ALiL and ALiMI.	(a) individual goals will be set for each akonga	all kaiako whanau akonga	February 2020	
	(b) goals are monitored and reviewed with whanau and akonga	all kaiako whanau akonga	April 2020 August 2020 Nov 2020	
	(c) track yr 4-6 targeted students and review their acceleration progress regularly	all kaiako whanau	ongoing through 2020	
Baseline	2019 Student Achievement data (Maths 82%, Reading 59% and writing 72%, of akonga working above or at curriculum level.			
Target	2020 Reading	school wide 70% achieving “at” or “above” for their age		
	2020 Writing	school wide 80% achieving “at” or “above” for their age		
	2020 Numeracy	school wide 85% achieving “at” or “above” for their age		
	2020 Te Reo Maori	school wide 75% achieving “at” or “above” for their age		
	Targeted akonga	acceleration/progress is ahead of average progression of all akonga		
Monitoring / Review	Report progress to Board at meetings and end-of-year Annual Report and AoV			

HAUORA (4) 2020	What	Who	When	Resourcing
Review and strengthen transition, learning support and wellbeing programmes for the benefit of all students. Celebrate individual and team achievements in these areas.	(a) to develop a culture of hauoranga tinana - healthy living through the development and implementation of a gardening for life programme	all kaiako whanau	September 2020	Te Puni Kokiri Grant / maara kai
	(b) to foster hauoranga hinengaro - well being in our kura through the use of karakia and kapahaka	all kaiako	ongoing through the year	
Baseline	2019 achievement data for te reo maori and tikanga			
Target	All akonga participate in growing food for whanau use All akonga improve at both karakia and kapahaka			
Monitoring / Review	Report progress to Board at meetings and end-of-year Annual Report			

KOTAHITANGA (5) 2020	What	Who	When	Resourcing
Promote the special character of school in the local community through positive participation in community events by tamariki.	(a) continual participation with Local events i.e. Kaikoura A&P Show / Trash n Fashion exhibiting Maori culture and language	all kaiako	February 2020 July 2020	
	(b) Matariki Event	all kaiako kaitautoko from Kahui Ako	June 2020	Te Puni Kokiri Grant / Matariki
	(c) exhibit waiata and kapa haka through performance at school events	all kaiako	Dec 2020	
Baseline	Historic records of involvement in community events.			
Target	Successful participation in above community events.			

Monitoring / Review	Report progress to Board at meetings and end-of-year Annual Report
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TUAKIRI (6) 2020	What	Who	When	Resourcing
Develop a consultation process with whanau, local iwi community and trustees to determine what we value and believe.	(a) talk to tamariki (student voice), whanau, local iwi community and trustees about their preferences for consultative processes to confirm schools values and beliefs	Tumuaki	August 2020	Time and access to parties
	(b) document proposed consultative process to confirm the schools values and beliefs and advise whanau, local iwi community and trustees	Tumuaki	August 2020	
Baseline	Previous consultative practices			
Target	Agreed and understood (by all parties) consultation process to assess school values and beliefs.			
Monitoring / Review	Report progress to Board at meetings and end-of-year Annual Report			

APPENDIX 1

Internal Self Review Tool

The school will employ a self-review strategy that is learner focused, evidence based, evaluative and improvement driven. Woven throughout the process will be ongoing capturing of learner and community voice. We have classified our review priorities in a similar way as outlined in the ERO evaluation Indicators.

1. Strategic Evaluations – These reviews focus on activities related to the vision, values, goals and targets of the school community.
2. Regular Evaluations – These reviews are business-as-usual evaluations or inquiries, where boards leaders and teacher gather data, monitor progress towards goals, and assess the effectiveness of programmes and interventions.
3. Emergent Evaluations – These evaluations are a response to an unforeseen event or an issue identified by routine scanning or monitoring.

