

Hampton Hill School

Strategic Plan 2024 - 2025



Whakatupua te matauranga kia hua - Grow People to Thrive

Our Strategic Plan is a 'living document', for this reason it will continue to be shaped and refined.

Ko wai te Hampton Hill?



At Hampton Hill School our vision is:

Grow People to Thrive

Our school curriculum provides a range of opportunities that support our students so that they can thrive academically, culturally, socially and emotionally.

Our **RISE** Values which support this are:

Respect / Whakaute

- we respect ourselves, others and the environment

Integrity / Pono

- we are honest, fair and responsible

Strength / Mātātoa

- we are brave and believe in ourselves

Empathy / Aroha

- we are kind and show compassion

Te Tiriti o Waitangi

The Board of Trustees recognise Te Tiriti o Waitangi as New Zealand's founding document. As a part of Te Tiriti o Waitangi responsiveness the board and school normalise the implementation of te ao Māori, tikanga and te reo Māori into the day to day operations at Hampton Hill School. We ensure we are meeting the needs of our Māori students by regularly consulting with whānau through multiple channels, including email, seesaw, and whānau rōpū, being agile in our responses and resourcing. In addition, the school also encourages whānau to be involved in our established Rōpū Whānau Group hui every term. The Board continually upskills in this area by prioritising professional development through the New Zealand School Trustees Association.

Tawa Kāhui Ako

Hampton Hill School is one of nine kura in the Tawa Kāhui Akō. The other kura are Redwood School, St Francis Xavier, Tawa School, Greenacres School, Linden School, Tawa Intermediate, Tawa College, and He Huarahi Tamariki.

The guiding principles of the Tawa Kahui Ako include:

Tawa Tu: Our systems and practices strengthen cultural identity

Tawa Hauora: Our systems and practices strengthen wellbeing

Tawa Ako: Our systems and practices strengthen teaching, learning, and achievement

Tawa Huanui: Our systems and processes strengthen student transitions between educational institutions within Tawa

The 2024 strategic focus areas are Pedagogy & Practice, Curriculum Coherence, and Community Connection.

School Organisation

Founded in 1965 Hampton Hill School is situated in the Wellington suburb of Tawa.

The school layout is unique in that it covers a large site with classrooms spread over two distinct levels - the top block has the administration block and Junior Classrooms, and the bottom block for Senior Classrooms. Each of the two levels has hard court areas and playground equipment. The middle level has the school hall, field and bicycle track. Hampton Hill School is a tranquil site surrounded by trees and bush.

The school is divided into two syndicate groups, Year 0 - 3 and Year 4 - 6. We have a strong emphasis on Literacy and Numeracy and learning through Inquiry. Technology tools including, iPads and Chromebooks, are used strategically to support and enhance learning programmes.

As an Enviro School, we are proud of our extensive garden area where we have fruit trees and annual planting of a range of vegetables. Our KETE group of keen environmentalists are active in maintaining the garden areas. They also coordinate recycling of food scraps and paper. Our KETE Group are active in the Kāhui Ako and have been involved in planting native shrubs around the greater Tawa area.

Our older students contribute to the running of school events, including PE leaders, Enviro Group, Librarians, Road Patrol, Playground Support Leaders, Road Patrollers, Kapa Haka, Breakfast Club supporters, and weekly whānau sports.

Strategic Plan and Community Consultation

We have an open door philosophy, whereby whānau are welcome to give feedback at any time to class teachers and the leadership team. Our staff, BoT and our community have contributed to the strategic direction of our kura through consultation and review. Self-review is an ongoing process. Student voice is gathered annually through the Kāhui Ako student voice survey, which also contributed to the strategic direction of our kura.



Strategic Overview

OUR PEOPLE

Curriculum & Staff

Our staff build curriculum knowledge, capability, and effective teaching practices across the school.

OUR PLACE

Culture & Wellbeing

Our school celebrates diversity. Our culture reflects an inclusive and caring ethos. Whānau actively participate.



OUR LEARNING

Citizenship & Excellence

Our ākonga thrive by engaging in their learning and living our values. They grow as contributing citizens.



Unpacking Our Goals

Whakatupua te matauranga kia hua - Grow People to Thrive
Passionately preparing lifelong learners

Focus Area	OUR PEOPLE	OUR PLACE	OUR LEARNING
Strategic Aims	<p>Curriculum & Staff</p> <p>Our staff build curriculum knowledge, capability, and effective teaching practices across the school.</p>	<p>Culture & Wellbeing</p> <p>Our school celebrates diversity. Our culture reflects an inclusive and caring ethos. Whānau actively participate.</p>	<p>Citizenship & Excellence</p> <p>Our ākonga thrive by engaging in their learning and living our values. They grow as contributing citizens.</p>
Annual Initiatives	<p>1.1 Unpack Te Mātaiaho mathematics curriculum, up-skilling teachers in mathematics concepts and effective pedagogy</p> <p>1.2 Establish norms and expectations for teaching</p> <p>1.3 Structured Literacy programme, BSLA, continues to be embedded in junior classrooms</p>	<p>2.1 Mātauranga Māori is present in our kura</p> <p>2.2 Cultural celebrations are held throughout the year</p> <p>2.3 Rōpū whānau and fono support the planning of cultural events</p>	<p>3.1 RISE values are embedded in teaching and learning</p> <p>3.2 Make the learning process clear for ākonga</p> <p>3.3 Leadership opportunities exist across the school for all ākonga</p>
Success	<ul style="list-style-type: none">• Common teaching practice is evident across the school• Indepth understanding of mathematic progression• Teachers utilise assessment to inform teaching and next steps	<ul style="list-style-type: none">• Students and staff are increasingly skilful in mātauranga māori and a shared awareness of tikanga.• Matariki, Māori Language Week, Pasifika Language Week and a cultural week are held each year.• Rōpū whānau and fono are held termly	<ul style="list-style-type: none">• People celebrate and exemplify our school values• Learners know what they are learning and talk about or show their learning progress• Kaiāwhina have active roles in the school; Tuakana-Teina opportunities exist
NELP	Quality Teaching and Leadership	Learners at the Centre Barrier Free Access	Learners at the Centre Barrier Free Access

Why these focus areas?

OUR PEOPLE

Curriculum & Staff

Our staff build curriculum knowledge, capability, and effective teaching practices across the school.

Consultation held in the second half of 2023 gave a strong mandate towards a focus on effective teaching and learning, with a particular emphasis on mathematics. While we are still waiting for the confirmed Te Mātaiaho document, we believe that the learning we put in place throughout 2024 and on to 2025 will only go to strengthen our position to adopt the refreshed curriculum.

All of our Junior classroom teachers are using a Structured Literacy approach in their reading and writing programmes, using the Better Start Literacy Approach (BSLA). BSLA will continue to be embedded in daily literacy teaching in Year 0 - 3. We will also begin to explore how we use this knowledge to support our Year 4 - 6 learners.

OUR PLACE

Culture & Wellbeing

Our school celebrates diversity. Our culture reflects an inclusive and caring ethos. Whānau actively participate.

This strategic goal is about being well connected to our community. It is essential that we recognise and celebrate our cultural diversity. In order for our students to thrive we need a parent community that is fully engaged in their child's learning. We want them to know and understand what we do at school, so that they can support their child's academic, social and emotional wellbeing. This is done through good communication, building relationships, recognising and celebrating diversity, and encouraging whānau participation in school events.

OUR LEARNING

Citizenship & Excellence

Our ākonga thrive by engaging in their learning and living our values. They grow as contributing citizens.

Our school vision, Grow People to Thrive, is about growing our students so that they can become contributing members of our community. With this, we aim to grow and develop student leaders so that they can actively support all our learners. Our RiSE values underpin all that we do through demonstrating Respect, Integrity, Strength and Empathy. We aim to grow and develop our learners so that they clearly understand their own learning needs. Our students need to be active participants in their own learning; setting learning goals, and knowing what actions they need to take in order to meet these goals. Being able to talk about their learning with others.

2024 Achievement Targets

Target Area

Mathematics: Years 1 - 6

Targets

Any student working below the expected level in mathematics will make accelerated progress to be working at or above the expected curriculum level by the end of the year.

Baseline Data 2023

	Well Below & Below	At & Above	Well Below	Below	At	Above
All (164)	28%	72%	8%	20%	65%	7%
Male (70)	30%	70%	10%	20%	59%	11%
Female (94)	27%	73%	7%	20%	70%	3%
Māori (42)	43%	57%	19%	24%	57%	0%
NZE (60)	20%	80%	0%	20%	72%	8%
Asian (31)	16%	84%	3%	13%	68%	16%
Pasifika (22)	45%	55%	23%	22%	55%	0%

Key Actions

- Review and strengthen current practices that support the development of staff capabilities in mathematics; PLG, modeling practice, visiting other classes/ schools, Inquiry process, including Puzzles of Practice, eAko, identifying and using only specific purposeful online teaching & learning tools
- Kaiako will develop a deeper understanding of effective teaching practice in mathematics.
- Students will be able to articulate what they are learning, talk about it, and show their learning progress.
- Kaiako will understand progression in mathematics and statistics; reliably able to determine where students are working at, then know what they need to do next to support their ongoing learning journey.
- Establish school-wide consistency in effective teaching in mathematics.

Success Measure

- Increased engagement and agency in the learning of mathematics.
- End of Year data shows an increase in percentage of students achieving at or above.

2024 Achievement Targets

Target Area

Reading: Years 1 - 6

Targets

Any student reading below the expected level in reading will make accelerated progress to be working at or above the expected curriculum level by the end of the year.

**Baseline Data
2023**

	Well Below & Below	At & Above	Well Below	Below	At	Above
All (164)	24%	76%	10%	14%	66%	10%
Male (70)	27%	73%	14%	13%	67%	6%
Female (94)	21%	79%	7%	14%	65%	14%
Māori (42)	40%	60%	24%	16%	60%	0%
NZE (60)	13%	87%	2%	11%	70%	17%
Asian (31)	13%	87%	6%	7%	68%	19%
Pasifika (22)	36%	64%	18%	18%	64%	0%

Key Actions

- Te Kakano staff will strengthen their practice in BSLA, achieving a consistent approach across the four classes
- Te Kakano staff will closely monitor the progress of individual students, particularly those who are achieving below or well below
- All teaching staff to work with whānau to support reading at home

Success Measure

- BSLA is consistently taught in all Year 0 - 3 classes.
- Increased number of students achieving at or above in reading.
- Reading is happening at both school and in the home.

2024 Achievement Targets

Target Area

Writing: Years 1 - 6

Targets

Any student writing below the expected curriculum level will make accelerated progress to be writing at or above the expected curriculum level by the end of the year.

**Baseline Data
2023**

	Well Below & Below	At & Above	Well Below	Below	At	Above
All (164)	35%	65%	11%	24%	64%	1%
Male (70)	41%	59%	16%	25%	59%	0%
Female (94)	30%	70%	8%	22%	69%	1%
Māori (42)	57%	43%	26%	31%	45%	0%
NZE (60)	18%	82%	3%	15%	82%	0%
Asian (31)	23%	77%	6%	17%	75%	2%
Pasifika (22)	59%	41%	14%	45%	41%	0%

Key Actions

- Through school-wide moderation practices, staff will develop a deeper understanding of the writing process, including using the e-asTTle assessment tool, to support and guide teaching and learning decisions and improve student achievement.
- Establish school-wide consistency of effective teaching in writing.

Success Measure

- Moderation practices are embedded.
- Consistent and effective school-wide teaching practices.
- Increase in the number of students achieving at or above.



Hampton Hill School

Passionately preparing lifelong learners



Strategic Plan 2024-2025



Our Strategic Goals

Curriculum & Staff

Our staff build curriculum knowledge, capability, and effective teaching practices across the school.

Culture & Wellbeing

Our school celebrates diversity. Our culture reflects an inclusive and caring ethos. Whānau actively participate.

Citizenship & Excellence

Our ākonga thrive by engaging in their learning and living our values. They grow as contributing citizens.

Our Initiatives

- Unpack Te Mātaiaho mathematics curriculum, up-skilling teachers in mathematics concepts and effective pedagogy
- Establish norms and expectations for teaching
- Structured Literacy programme, BSLA, continues to be embedded in junior classrooms

- Mātauranga Māori is present in our kura
- Cultural celebrations are held throughout the year
- Rōpū whānau and fono support the planning of cultural events

- RISE values are embedded in teaching and learning
- Make the learning process clear for ākonga
- Leadership opportunities exist across the school for all ākonga

Our Success

- Common teaching practice is evident across the school
- Indepth understanding of mathematic progression
- Teachers utilise assessment to inform teaching and next steps

- Students and staff are increasingly skilful in mātauranga māori and a shared awareness of tikanga.
- Matariki, Māori Language Week, Pasifika Language Week and a cultural week are held each year.
- Rōpū whānau and fono are held termly

- People celebrate and exemplify our school values
- Learners know what they are learning and talk about or show their learning progress
- Kaiāwhina have active roles in the school; Tuakana-Teina opportunities exist

Our Values

Whakaute
Respect

Pono
Integrity

Mātātoa
Strength

Aroha
Empathy

Annual Plan

Our People - Curriculum and Staff

Our staff build curriculum knowledge, capability, and effective teaching practices across the school.

Actions		By Who	By When	Resources	Indicators of Success
1.2	What is effective teaching in mathematics? Establish expectations (Staff Hui)	MZ CH Teaching Staff	Term 1	Staff Hui	Teacher planning supports student progress in mathematics Deliberate acts of teaching occur daily
1.2	Identify target priority learners, set up effective monitoring. Include Puzzles of Practice conversations as part of regular syndicate meetings.	Classroom Teachers	Term 1	Staff Hui	Teachers can identify the students who require additional support or extension in Mathematics Teachers understand the learning needs for each ākonga Teachers group students for good reason
1.2	Stocktake of current practice - observations in rooms	MZ CH	Term 2	Release time for MZ	In order to understand what is happening in classrooms observations of mathematics teaching have taken place.
1.1	Unpacking the BIG ideas, determining what they look like at each phase, and working out what it looks like in the day to day teaching with integration	MZ Teaching Staff	Term 3	Staff Hui Observations Discuss and share at Syndicate Hui	Deliberate acts of teaching occur daily Teachers group students for good reason Teachers use a range of equipment to support new learning Students are given time to practise new learnt concepts Students are able to explain and justify their learning

Our People - Curriculum and Staff

Our staff build curriculum knowledge, capability, and effective teaching practices across the school.

Actions		By Who	By When	Resources	Indicators of Success
3.2	Coordinate a school-wide Maths Week - Term 3, Week 4	MZ CH Teachers	Term 3, Week 4	NZMaths Website NZAMT	Maths Week is celebrated across the School Whānau are given opportunities to engage with maths learning, including playing maths games with their tamariki in the home environment.
3.2	Coordinate a 'Bangers & Maths' Whānau event	MZ CH Teachers	Term 3, Week 4	NZMaths Website NZAMT	Maths Week is celebrated across the School Whānau are given opportunities to engage with maths learning, including playing maths games with their tamariki in the home environment.
1.1	Develop teacher knowledge of mathematical concepts/ideas	MZ	Term 4 Ongoing		Teacher planning supports student progress in mathematics Deliberate Acts of Teaching are happening daily
1.1	Work with staff to unpack Te Mātaiaho - focus on the concepts of understand, know, and do, identifying similarities and differences with current curriculum	MZ	Ongoing - determined by the MoE refreshed Mathematics & Statistics Curriculum	MoE Resources	Teachers understand and use the content of the Mathematics and Statistics curriculum Teachers use the document to plan units of work to meet learner needs.
1.1	Establish relationship with ASL	MZ	Ongoing	Release time to attend	Effective connections are made with the Kahui Ako ASL (Across School Leads)
1.1	Work with the KA, attending meetings as required	MZ	Ongoing	Release time to attend	Effective connections are made with the Kahui Ako ASL (Across School Leads)

Our Place - Culture and Wellbeing

Our staff build curriculum knowledge, capability, and effective teaching practices across the school.

Actions		By Who	By When	Resources	Indicators of Success
2.1	<p>Develop staff knowledge about the concept of mātauranga māori and how it connects to our kura</p> <p>Develop staff knowledge about tikanga and how it connects to our kura</p>	SH KM-G	Ongoing	People resources	<p>Staff have a deepening understanding of mātaranga māori concepts</p> <p>Staff have a deepening understanding of tikanga</p>
2.2	Continue to develop and refine our powhiri and mihi practices with our students	SH KM-G	Ongoing	KM-G supports students and staff	Our students who are part of kapa haka are leaders of our kura
2.2	Grow student leaders for powhiri	SH KM-G	Ongoing	KM-G supports students and staff	Our students who represent our kura at powhiri connect to all the cultures of our kura
2.2	Continue to develop both school wide kapa haka as well our our kapa haka performance group.	SH KM-G MZ	Ongoing	whānau iwi	Our students who are part of kapa haka are leaders of our kura
2.2	Connect with school whānau through a range of school events.	SH KM-G MZ	Ongoing	People resources	Whānau have a sense of connection to our kura through shared events and celebrations
2.2	<p>Celebrate Matariki with our whānau</p> <p>Celebrate Pasifika Language Week with our school whānau</p>	SH All staff	At specific dates through the year	Planting - seeds Resources needed to make kai, and a range of art activities including weaving	Whānau have a sense of connection to our kura through shared events and celebrations

Our Place - Culture and Wellbeing

Our staff build curriculum knowledge, capability, and effective teaching practices across the school.

Actions		By Who	By When	Resources	Indicators of Success
2.2	Celebrate all cultures that are represented in our kura by holding a Cultural Week; inviting whānau in to share songs, kai and stories	SH All staff	End of Term 1		Regular connection to Māori and Pasifika whānau Support from whānau, especially when we hold cultural events, is evident
2.3	Hold termly whānau rōpū to connect with our Māori whānau	SH CH MZ KM-G BoT representation	x1 each term		Regular connection to Māori whānau Support from whānau, especially when we hold cultural events, is evident
2.3	Hold termly fono to connect with our Pasifika families	SH CH MZ KM-G	x1 each term		Regular connection to Pasifika families Support from whānau, especially when we hold cultural events, is evident
2.1	Start exploring the inclusion of local stories into teaching and learning, getting students to interview a family member to get their story, and adding some to school newsletters	SH Teaching Staff	Ongoing	Online resources People resources	Students and staff can explore and share stories that are special to their whānau and their place.

Our Learning - Citizenship and Excellence

Our ākonga thrive by engaging in their learning and living our values. They grow as contributing citizens.

Actions		By Who	By When	Resources	Indicators of Success
3.2	<p>Leadership opportunities continued and developed further including:</p> <ul style="list-style-type: none"> • Librarians • PE Leaders • Enviro • Road Patrollers • Kapa Haka • Breakfast Club supporters • Student duty monitor 	SH	Term 1	Vests School Leader Badges Tools as needed for Enviro Group	Our students are able to take on a wide range of leader activities
3.2	Leadership is Celebrated	SH CH	Ongoing	Displays	Leadership displays in classrooms to identify our leaders Photos of our leaders in the office area Leaders celebrated in newsletters
3.1	RISE is celebrated in syndicate assemblies held each week.	MZ & SH Class teachers	Ongoing	RISE prizes/vouchers	All students and staff know about RISE and exemplify our school values All students can say what RISE stands for
3.2	<p>House/Whānau Groups</p> <ul style="list-style-type: none"> • Explore the development of house/whānau groups 	SH	Term 2-3	tbc	Present a plan to staff with regards to the development of house/whānau groups.
3.1	<p>PB4L</p> <ul style="list-style-type: none"> • review regularly data from PB4L entries. Use this data to identify focus areas • coordinate and run termly PB4L meetings 	SH	x1 each term		Specific actions are taken to support student behaviour Whānau are kept updated through school and syndicate newsletters on focus areas

Our Learning - Citizenship and Excellence

Our ākonga thrive by engaging in their learning and living our values. They grow as contributing citizens.

Actions		By Who	By When	Resources	Indicators of Success
3.2	PB4L - <ul style="list-style-type: none"> Identify Tier 2 & Tier 3 students, working with staff to identify specific supports that are available Review the criteria matrix; in readiness for Tier 2 	SH	End of term 2		Continued refinement of our PB4L practises.
3.2	PB4L <ul style="list-style-type: none"> End of Term Celebrations are held to acknowledge all students 	SH In consultation with staff	End of each term, usually week 10	A range of resources determined by the event	Students and staff have a time to celebrate positive behaviours
3.2	PB4L - Whānau Communication <ul style="list-style-type: none"> improve clarity and communication - who is doing what Share our PB4L and RISE with whānau by having a bi-termly PB4L & RISE Newsletter Improve communication & connection with whānau - celebrating the 'wins' 	SH	Ongoing		Through regular communication school staff and whānau have a clear understanding of our PB4L practises.

Tawa Kahui Ako



Tawa Community of Learning

2024 Strategic Direction				
Vision	The Tawa Kāhui Ako is a coherent, collaborative community dedicated to supporting student success and wellbeing.			
Guiding Principles	<p>Tawa Tū Our systems and practices strengthen teaching, learning, and achievement</p>	<p>Tawa Hauora Our systems and practices strengthen cultural identity</p>	<p>Tawa Ako Our systems and practices strengthen wellbeing</p>	<p>Tawa Huanui Our systems and processes strengthen student transitions between educational institutions within Tawa</p>
Strategic Foci	<p>Pedagogy & Practice <i>Strong kaiako pedagogy & practice</i></p> <p>Curriculum Coherence <i>Strong local curriculums guided by national curricula</i></p> <p>Community Connection <i>Strong connections within our Kāhui Ako and to our local community</i></p>			
Strategic Goals	These are still being developed by the Governance group.			
Outcomes				

