



Hamilton
Seventh-day Adventist School
Educating for Eternity

Charter 2021

MoE# 4105

Board of Trustees Review:
22nd February 2021

Board of Trustees Chairperson: Stephen Petrie

Principal: Shaun Hurlow

**We want
our students
to...**

LEARNING

Be curious, take charge of their learning, and persevere

COMMUNITY

Nurture strong relationships, connect with others and be actively involved by sharing their gifts and wisdom

GOD

Know God's word, grow in faith, and love through serving

Strategic Vision

Maturanga Ake - Educating for Eternity

Our core values are **RESPECT, RESPONSIBILITY, and RESILIENCE.**

These values are woven into all aspects of our school program.

We encourage students to **respect** God, to be **responsible** for caring for His creation, and to demonstrate **resilience** in their faith walk.

We expect students to **respect** the learning environment, to take **responsibility** for their own learning, and to be **resilient** when they encounter challenges in their learning.

We endorse **respect** for each other, we take **responsibility** and own the decisions we make, and we exercise **resilience** to work through the challenges of fostering healthy relationships

Section B | Strategic Plan 2021-2023

| 2021 | 2022 | 2023 |
|---|--|---|
| CURRICULUM REVIEW AND DEVELOPMENT | | |
| <ul style="list-style-type: none"> ● Add supporting documentation to Curriculum Document to make it a working/living document ● Teaching as Inquiry of Kahui Ako Initiatives ● Moderation of reading, writing and maths of priority learners ● Demonstrate the use of student voice to help review effectiveness of classroom programs ● EOTC – Waitangi Trip and Sports Camp for Year 7/8 students ● Swimming (T1), Gymnastics (T2), and Beach Days (T4) | <ul style="list-style-type: none"> ● Review Literacy and supporting documentation ● Teaching as Inquiry of Kahui Ako Initiatives ● Moderation of reading, writing and maths of priority learners ● Demonstrate the use of student voice to help review effectiveness of classroom programs ● EOTC –Whole school Camp and Sports Camp for Year 7/8 students ● Swimming (T1), Gymnastics (T2), and Beach Days (T4) | <ul style="list-style-type: none"> ● Review Math and Digital Curriculum ● Teaching as Inquiry across major focus areas ● Moderation of reading, writing and maths of priority learners ● Demonstrate the use of student voice to help review effectiveness of classroom programs ● EOTC – School trips (twice a year) and camps (bi-yearly) ● Swimming (T1), Gymnastics (T2), and Beach Days (T4) |
| PROFESSIONAL DEVELOPMENT | | |
| <ul style="list-style-type: none"> ● Supporting Students with Special needs ● Address issues identified in student outcomes (end of year and mid year data) ● Reading Together Program ● Relationships for Responsive Pedagogy ● Ensure all teachers are First Aid Registered | <ul style="list-style-type: none"> ● Address issues identified in student outcomes (end of year and mid year data) ● Revisit Koru Philosophy ● Relationships for Responsive Pedagogy ● Ensure all teachers are First Aid Registered | <ul style="list-style-type: none"> ● Address issues identified in student outcomes (end of year and mid year data) ● Relationships for Responsive Pedagogy ● Ensure all teachers are First Aid Registered |
| ASSESSMENT | | |
| <ul style="list-style-type: none"> ● Evaluate and Review Assessment procedure and implement any modifications ● Staff to co-construct more practical and effective assessment tools for SNL (e.g. narrative assessment) ● Evaluate and Review Koru Assessment procedure in line with our philosophy | <ul style="list-style-type: none"> ● Evaluate and Review Assessment procedure and implement any modifications ● Staff to co-construct more practical and effective assessment tools for SNL (e.g. narrative assessment) ● Evaluate and Review Koru Assessment procedure in line with our philosophy | <ul style="list-style-type: none"> ● Evaluate and Review Assessment procedure and implement any modifications ● Staff to co-construct more practical and effective assessment tools for SNL (e.g. narrative assessment) ● Evaluate and Review Koru Assessment procedure in line with our philosophy |
| PROPERTY | | |
| <ul style="list-style-type: none"> ● Renovate Rm 1, 2 & Resource areas ● Monitor all health and safety procedures ● Rescrew and repaint roof ● Replace roof above Room 1 & 2 ● Gully Pathways being developed ● Planting beginning in the gully | <ul style="list-style-type: none"> ● Renovate Rm 3,4 & Hallways ● Monitor all health and safety procedures ● Finish Gully Pathways ● Continue planting in the gully | <ul style="list-style-type: none"> ● Monitor all health and safety procedures ● Continue planting in the gully |

| 2021 | 2022 | 2023 |
|--|---|--|
| MAJOR LEARNING RESOURCES | | |
| <ul style="list-style-type: none"> ● Interactive learning resources in Literacy and Numeracy ● Continue to upgrade Junior / Middle/ Senior Reading resources ● Develop STEM Education Resources ● Teaching Wall in Room 2 | <ul style="list-style-type: none"> ● Interactive learning resources in Literacy and Numeracy ● Continue to upgrade Junior / Middle/ Senior Reading resources ● Develop STEM Education Resources ● Teaching wall in Room 1 | <ul style="list-style-type: none"> ● Interactive learning resources in Literacy and Numeracy ● Continue to upgrade Junior / Middle/ Senior Reading resources ● Develop STEM Education Resources |
| I.C.T | | |
| <ul style="list-style-type: none"> ● Review and evaluate usefulness of educational apps loaded onto ipads ● Build on the use of Google Classroom and student efficacy in preparation for lockdowns ● Review ICT effectiveness and make adjustments based on need ● Review ICT Lease and make adjustments | <ul style="list-style-type: none"> ● Build on the use of Google Classroom and student efficacy in preparation for lockdowns ● Review ICT effectiveness and make adjustments based on need ● Review ICT Lease and make adjustments | <ul style="list-style-type: none"> ● Review and evaluate usefulness of educational apps loaded onto ipads ● Build on the use of Google Classroom and student efficacy in preparation for lockdowns ● Review ICT effectiveness and make adjustments based on need ● Review ICT Lease and make adjustments |
| COMMUNITY | | |
| <ul style="list-style-type: none"> ● School Picnic ● Continue to set the school up as a centre of influence ● School Picnic ● End of Year Christmas Carols ● School Church Service ● School Working Bee ● Production | <ul style="list-style-type: none"> ● School Picnic ● Continue to set the school up as a centre of influence ● School Picnic ● End of Year Christmas Carols ● School Church Service ● School Working Bees ● School Camp | <ul style="list-style-type: none"> ● School Picnic ● Continue to set the school up as a centre of influence ● School Picnic ● End of Year Christmas Carols ● School Church Service ● School Working Bee ● Production ● |
| REVIEW | | |
| <ul style="list-style-type: none"> ● Review policies based on triennial plan ● Review effectiveness of teaching program by gathering evidence (Data, Student Voice, Engagement) | <ul style="list-style-type: none"> ● Hui with Maori Community ● Review policies based on triennial plan ● Review effectiveness of teaching program by gathering evidence (Data, Student Voice, Engagement) | <ul style="list-style-type: none"> ● Review policies based on triennial plan ● Review effectiveness of teaching program by gathering evidence (Data, Student Voice, Engagement) |

Annual Plan 2021

Strategic Goal 1: Student learning, engagement, progress and achievement (Literacy)

Annual Target

- There are 10 boys that are tracking below their expected Curriculum Level in **Writing** and will be targeted to make accelerated progress (18-24 months progress in a school year)
- There are 8 boys that are tracking below their expected Curriculum Level in **Reading** and will be targeted to make accelerated progress (18-24 months progress in a school year)

| Baseline Data: | <u>Writing:</u> | <u>Writing:</u> (BOYS) | <u>Reading:</u> | <u>Reading:</u> (BOYS) |
|----------------|--------------------------|--------------------------------|-------------------------------|-------------------------------|
| 2020 | Below 22% (13) At 78% | Below 38% (10) At/Above 62% | Below 13% (8) At/Above 87% | Below 27% (7) At/Above 73% |

| | Output/Activity | Who | Resources | Indicators of success | Review/Analysis of Variance |
|---|--|------------------------------|--|--|-----------------------------|
| A | Implement School Wide curriculum for Literacy | Leadership Team | NZC Professional readings | Teachers will consistently work from a document that clearly outlines what reading and writing looks like in our school across all year levels | |
| B | Implement Reading Together Program <ul style="list-style-type: none"> • Teacher training • Parent Coaching | Leadership Teacher in Charge | Reading Together Programme | Teachers will have completed the training program. Parents will have participated in the Reading together program. | |
| C | Re-visit our writing programme to ensure that there is consistency in its implementation across all year levels (PLD) | Leadership Team All | Writing progressions using the e-Astle rubric Writing task sheets developed by Sarita | All teachers will be confident in using the writing programme. Students will be able to verbalise their next learning steps and independently set learning goals. | |
| D | Continue to strengthen and develop our phonics program in the Koru Class | Leadership Team | Primary Phonics Professional readings Ready to read resources | Teachers will have a clear understanding of how students learn to read based on the latest research. | |

| | | | | | |
|---|---|-----|---|---|--|
| E | PLD in researched methods on how to engage students in learning that supports teacher inquiry | All | Google Classroom | Students are more engaged in learning and excited about their learning journey. | |
| F | Track target student progress | All | E-Tap data Gloss, Probe, e-asttle Learning progressions | Target students will make accelerated progress. Teachers will be responding to what the data is revealing about their target students. Students will be referred to RTLB for extra support if needed. | |
| G | Staff meetings to focus on student achievement (R, W, M focuses at least once a term). | All | OTJ Moderation sheets | Consistency across all staff in determining an OTJ Collaborative conversations and shared ideas on what works well. Moderated samples and annotations | |

Strategic Goal 2: Teaching students with Special Needs

Annual Target

- Teachers have a strong understanding of how to support students who have special learning & behavioural needs
- Teachers will confidently implement an IEP in consultation with SENCO, RTLB, and Whanau

Baseline Data:

- There are a growing number of students in our school with the following needs:
 - Dyslexia
 - ADHD
 - ESOL

| | Output/Activity | Who | Resources | Indicators of success | Review/Analysis of Variance |
|---|--|---------------------------|---|---|-----------------------------|
| A | Build a strong understanding of students needs | Classroom Teachers, SENCO | Observation Sheets, Anecdotal notes, assessment tools | Staff have a strong understanding of each students and their individual needs to function in a classroom environment. | |
| B | PLD on how to support learning of students with ADHD, Dyslexia, ESOL, Autism | Principal, SENCO | RTLB, PLD providers, Publications | Staff have an understanding of how students with special needs process and interpret information, and are equipped with strategies to support their learning and development. | |
| C | Develop a strong understanding of how an IEP is developed and implemented. | Principal, SENCO | RTLB, SENCO | Staff are able to set learning to support students and their progress towards achieving their IEP goals. | |

Strategic Goal 3: Develop a strong understanding of the National Education and Learning Priorities [\(NELPS\)](#)

Annual Target

- All stakeholders understand the objectives outlined in the NELPS
- All stakeholders understand the actions schools are expected to report on
- Evaluate and Assess how the school will move towards achieving the NELPS

Baseline Data:

- In 2023, the NELPS will take the place of the National Administrative Guidelines (NAGS) and the National Educational Goals (NEGS) and will replace the current strategic and annual planning

| | Output/Activity | Who | Resources | Indicators of success | Review/Analysis of Variance |
|---|---|------------------------------|---------------------------------|---|-----------------------------|
| A | All stakeholders will explore and unpack the NELPS | Lead by BOT Chair, Principal | NZSTA, MOE | All stakeholders will be able to talk about what the objectives are | |
| B | BOT and Staff will explore the possible threats and implications that the NELPS pose to our Special Character | Principal and BOT to explore | NZSTA, MOE, Adventist Education | BOT will develop pathways towards minimising threats posed | |
| C | BOT and staff will evaluate our current practices and how they relate to the new NELPS framework | Principal | MOE | BOT and Staff will understand where and are and where we need to be | |
| D | BOT and staff will work towards setting targets and goals for 2022 | Principal | MOE framework | Two or three clearly defined goals will be established with measurable outcomes | |