



**Hanmer Springs
School
Charter
and
Strategic Goals
2020 - 2022**



What's important to us

RESPECT

Choosing to respect

EXCELLENCE

Striving to do my best

INTEGRITY

Making good choices



RESILIENCE & PERSEVERANCE

Learning from my mistakes and keep trying

COMPASSION

Caring for others



Leaver Profile

Curious
 Challenged
 Happy and safe can do
Confident
Growing young people to be:
 Curious Resilient Widely Connected
 Young Leaders *Lovers of Learning*
Positive Happy and safe
 Accepting of Diversity Widely Connected **Confident**
 Challenged **Adaptable**
 GOOD CITIZENS Resilient CAN DO
 Confident Challenged
 Friendly CAN DO
 Young Leaders
 Curious
 Friendly
 Ready for the **Accepting of Diversity**
next step of learning
 Happy and safe

School Profile

Hanmer Springs School is a full primary school in North Canterbury catering for school Years 1 to 8. Our school roll is 88 (February 2020). The school is Decile 9. Hanmer Springs School children come from the Hanmer Springs village and surrounding basin. There is one bus route. The resident population in Hanmer Springs is approximately 900 and this changes rapidly in weekends and holidays. The school celebrated its Centenary in 1996. Current total staffing entitlement is

Hanmer Springs is a tourist resort that has a pleasant physical environment with a feeling of peace and tranquility in an alpine atmosphere. The Hanmer Springs Thermal Pools is the hub of the tourist trade, many sporting and adventure activities are available – tramping, jet boating, bungee jumping, rafting and mountain biking being popular.

The school enjoys a good relationship with the Thermal Pools which actively supports school activities by allowing free access to their pools for sporting and cultural events held in Hanmer Springs as well as maintaining the on site school pool. Local businesses and service organisations also work closely with Hanmer Springs School supporting our integrated curriculum programme.

Hanmer Springs School is part of the Hurunui Zone, a collection of 9 schools in the Hurunui district. These schools work together to run zone sports events. Links with other local schools are also used to share professional development opportunities and develop new initiatives. Hanmer Springs School is part of a Learning Community Cluster and will transfer to the Community of Learning.

The school is set in attractive rural grounds, with a large grassed area bordered by trees; a modern adventure playground and sealed areas including a tennis court. The outdoor pool operates over the summer months.

Teachers and children teach and learn collaboratively within flexible learning spaces. Two modern learning environment spaces have recently been opened. A new space was built which accommodates up to 60 children with 2 teachers and support staff and another space was refurbished which accommodates the New Entrant - Y2 children, 2 teachers and support staff. A library/learning hub is planned for development in the near future along with modernisation and improvements of remaining school classrooms.

The school roll has been experiencing a period of roll fluctuation.

The school is a focus of the local, rural community and good use is made of the local environment and community to extend students' learning experiences.

Recognising Cultural Diversity

Hanmer Springs School, in a way that is appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity, The Treaty of Waitangi and the unique place of Te Reo and Tikanga Māori.

In recognising the unique position of Māori culture, Hanmer Springs School will take all reasonable steps to implement the principles of Ka Hikitia and Tātaiako through Tikanga and Te Reo.

Hanmer Springs School is committed to acknowledging and celebrating the diverse backgrounds and cultures of families and providing learning experiences in Te Reo and Tikanga and recognising the cultural history of Hanmer Springs.

This is being achieved by:

1. Involvement in Te Ao Māori Cultural Responsiveness as a cluster of schools across the Hurunui District.
2. Extending Te Reo and Tikanga Māori programmes in classrooms.
3. Developing the Kapa Haka group.
4. Establishing practices to which embed respect of others through 'The Hanmer Way' and school values.
5. Ensuring the school curriculum reflects our unique environment and community.
6. Incorporating Te Reo and Tikanga into formal events.
7. Using outside support to develop Māori learning experiences such as the Māori technology outreach programme and Kahurangi Māori dance group.
8. Having bilingual signs at school.
9. Holding regular Cultural Celebrations
10. Monitoring, analysing and reporting achievement data of Māori students in key target areas.

11. Consulting with Māori parents and caregivers through learning conferences, learning journeys and group meetings to discuss Māori achievement, plans and programmes.

Māori Responsiveness Plan

If whānau request a higher level of Tikanga and/or Te Reo than is presently evident in our school's work towards achieving the principles of Ka Hikitia, the staff and family will discuss and explore the following options:

1. Further explain the existing programmes and progress.
2. Further extend existing programmes and opportunities as appropriate.
3. Explore other schools who may offer programmes closer to expectations.

STRATEGIC PLAN 2020 - 2022

NAG ONE: FOSTERING STUDENT ACHIEVEMENT

Strategic Direction	2020	2021	2022
<p>Improve Learning and Achievement: Investigate ways the school can be a conduit for community learning and strengthen its partnership with parents in their children's learning.</p>	<p>Hold parent information evenings during the year to maximise parents' involvement to support and engage in student learning.</p> <p>Use Parent, Staff and student voice to review School Mission, Vision, Values and Leaver Profile.</p> <p>Collect feedback from community in developing a Hanmer Springs School Curriculum in Science and Mathematics.</p>	<p>Hold parent information evenings during the year to maximise parents' involvement to support and engage in student learning.</p> <p>Review any new initiatives and implement any changes where deemed appropriate.</p> <p>Gain feedback one year on from the community on the revised Mission, Vision, Values and Leaver Profile.</p> <p>Collect feedback from the community in developing a Hanmer Springs School Curriculum. (P.E.Health and Literacy).</p>	<p>Hold parent information evenings during the year to maximise parents' involvement to support and engage in student learning.</p> <p>Collect feedback from the community in developing a Hanmer Springs School Curriculum. (Social Science and The Arts).</p>
<p>Improve learning and Achievement: Celebrate Cultural Diversity.</p>	<p>Partnering with parents: Continue to explore the principle of cultural diversity and partnering with parents.</p> <p>Ensure new Hanmer Springs School curriculum for Maths and Science includes specific cultural diversity to the curriculum.</p> <p>Utilise a school wide visit to the Kaikoura Marae for further enhancing our Cultural Diversity.</p>	<p>Review any initiatives adopted in 2020 and make amendments to the programme.</p> <p>Partnering with Parents: Review any initiatives adopted in 2020 and continue to explore the principal of cultural diversity and partnering with parents.</p> <p>Ensure new localised Curriculum for Literacy and P.E. Health includes specific cultural diversity to the curriculum.</p>	<p>Review any initiatives adopted in 2020 and make amendments to the programme.</p> <p>Partnering with Parents: Review any initiatives adopted in 2021 and continue to explore the principal of cultural diversity and partnering with parents.</p> <p>Ensure new localised Curriculum for The Arts and Social Science includes specific cultural diversity to the curriculum.</p>
<p>Improve Learning and Achievement: Continue to develop school leadership opportunities.</p>	<p>Look to create greater leadership opportunities at the Year 4, 6 and 7 level.</p> <p>Implement a simplistic appraisal process for all school leaders which includes goal setting.</p>	<p>Review the use of school leaders and their involvement with assisting the community of Hanmer Springs School. Establish next steps.</p>	<p>Action initiatives identified in 2021.</p>

Strategic Direction	2020	2021	2022
Teaching and learning demonstrates Transparent Differentiation in the school programme.	<p>Implement teaching and learning programmes to meet the needs of specific children through student achievement targets.</p> <p>Review the Gifted and Talented programme within the school and implement any recommendations. Explore the opportunity of using our community more to further enhance our talented students.</p> <p>Track and monitor students who are performing just on the At level in Mathematics and Literacy.</p>	<p>Implement teaching and learning programmes to meet the needs of specific children through student achievement targets.</p> <p>To review the recommendations implemented in 2020 with the Gifted and Talented Programme</p>	<p>Implement teaching and learning programmes to meet the needs of specific children through student achievement targets.</p>
Improve Learning and Achievement: Teaching Priorities.	<p>To review the transition to school from Preschool to Year One.</p> <p>To further develop Best Practice in the use of Nature Play and Play Based Learning throughout the Junior School Curriculum.</p> <p>To achieve the annual targets in Literacy and Mathematics.</p> <p>To use ALIM to enhance our teaching of Mathematics.</p> <p>To implement a plan to integrate digital technologies into the Hanmer Springs School curriculum. Develop a teaching digital technologies curriculum content resource plan. Share information with the community.</p>	<p>Implement recommendations identified by the lead teacher's sabbatical research from 2020.</p> <p>Continue to implement digital technology into our teaching programme. Upskill teachers as required. Plan to evaluate progress of students against progress outcomes and report to BOT.</p>	<p>Refine digital technologies teaching. Monitor the teaching to gauge effectiveness.</p>
Develop the teaching of science within the school curriculum.	<p>Create a Best Practice document on the school's Programme of Work in Science.</p> <p>To further develop the skill of explicit teaching of the key science capabilities.</p> <p>To maximise the use of the school and local environment within the school programme.</p>	<p>Review the new Programme of Work and make amendments as deemed appropriate.</p> <p>To continue to mentor in the explicit teaching of Science.</p> <p>Review the use of the school and local environment and link to the theme of sustainability.</p>	

NAG TWO: STRATEGIC PLANNING, REVIEW AND DOCUMENTATION

Strategic Direction	2020	2021	2022
To evolve strategic planning that makes explicit links between policies and procedures, annual plan, action plans, curriculum delivery documents and the annual budget.	<p>Review School Vision, Mission, Strategic Goals and Values. Use this information to review the Hanmer Springs Student Leaver Profile.</p> <p>Use Best Practice document to review Health and P.E. Curriculum and Mathematics Programme.</p>	<p>Annual Strategic Planning Evaluation including the Cycle of Review for policies and procedures.</p> <p>Use Best Practice document to review Technology and Literacy Programme.</p>	<p>Annual Strategic Planning Evaluation including the Cycle of Review for policies and procedures.</p> <p>Use Best Practice document to review Social Sciences and The Arts Curriculum.</p>
To continue to make quality decisions about learning programmes based upon sound evaluation of information on the achievement of the students.	<p>Review assessment timetable and modify where deemed appropriate.</p> <p>Implement a school wide use of individual, closed Facebook pages for sharing student learning.</p> <p>Continue to develop greater student voice within the running of the school.</p>		
To evaluate and develop strategies for reporting student achievement to parents in line with changes to requirements as a result of National Standards repeal.	<p>Review and adapt the schedule of Reporting to Parents.</p>		

NAG THREE: PERSONNEL

Strategic Direction	2020	2021	2022
To maximise the well-being of all students, staff and parents.	<p>To develop a strategic plan to implement Well Being within our community.</p> <p>PB4L- Review the progress achieved over the last three years of its implementation and revise where deemed appropriate.</p> <p>Use current research to enhance the appraisal process including the use of student voice.</p>	<p>Implement any changes which came about from the 2020 review.</p> <p>Review new initiatives in staff appraisal identified in 2020.</p>	

NAG FOUR: PROPERTY AND FINANCE

Strategic Direction	2020	2021	2022
Develop the buildings of the school to enhance student learning: Improving Teaching and Learning Spaces.	Upgrade / replace the current Kereru classroom Room with a new MLE modular. Clear Boiler Room and set up as a storage and Caretakers shed.	Move the library to the most appropriate and effective area of the school to further maximise its use.	Maximise the use of the library with the school community.
Develop the grounds of the school to enhance student learning:	Follow 5 Year Plan. Review 2019's 5 Year Plan and revise 2020's plan Build the new multi purpose sports area.	Create a new 10 Year property plan.	

NAG FIVE: HEALTH AND SAFETY

Strategic Direction	2020	2021	2022
To ensure we maintain a safe physical and emotional environment that inspires everyone to reach his or her potential.	Utilise the data from hazard register and accident book to adopt successful measures to reduce the incidences of hazards and accidents. Review the E.O.T.C. Rams forms to create a more user friendly process.		
Develop or review, as appropriate, Health and Safety legislation, policy and procedures.	Review to the Policy and Procedures Review Cycle	Review to the Policy and Procedures Review Cycle	Review to the Policy and Procedures Review Cycle

ANNUAL PLAN 2020

NAG ONE: FOSTERING STUDENT ACHIEVEMENT

ANNUAL PLAN 2020	WHAT	WHEN	Person Responsible	EXPECTED OUTCOMES	REVIEW
<p>Improve Learning and Achievement: Investigate ways the school can be a conduit for community learning and strengthen its partnership with parents in their children's learning</p>	<p>Have morning tea meetings at the end of each term for the parents of children who have enrolled in that term.</p>	<p>End of each term.</p>	<p>Principal</p>	<p>Opportunity for parents to share how their child has settled in. Review and act where deemed appropriate from any recommendations.</p>	
	<p>Gain feedback from community as we review our School Vision, Mission, Values and Leaver Profile. Include, surveys, parent evenings and morning tea opportunities with the Principal.</p>	<p>Term 1</p>	<p>BOT</p>	<p>That the BOT will have clear direction on the strategic plan for H.S.School over the next three years.</p>	
	<p>Utilise the skills of Tom Scollard to help synthesise the feedback into some clearly defined goals.</p>	<p>End of Term 1</p>	<p>BOT</p>	<p>Strategic plan for 2020 and beyond completed and communicated with the community.</p>	
	<p>Complete the review of the Reporting to Parents and implement any changes.</p>	<p>Term 1</p>	<p>Principal</p>	<p>Years 1 - 3 School Report modified.</p> <p>All other forms of reporting modified.</p>	
	<p>Implement a school wide use of individual, closed Facebook pages for sharing student learning.</p>	<p>Term 1</p>	<p>Deputy Principal</p>	<p>To give parents the best formative assessment of their children's progress.</p>	

<p>Improve Learning and Achievement: Celebrate Cultural Diversity.</p>	<p>Organise a hui to discuss Maori achievement and learn more about how to maximise the learning for our Maori students.</p>	<p>Term Two</p>	<p>Principal</p>	<p>Get clear direction from our Maori community on their thoughts of maximising the education for their children. Include in review feedback specifically for the teaching of Mathematics and Science.</p>	
	<p>Whole school visit marae in Kaikoura with the Years 5- 8 saying on the marae</p>	<p>Term 2</p>	<p>Deputy Principal (tbc)</p>	<p>To provide further insight into the protocols of being on a marae.</p>	
	<p>Hold a Cultural Day</p>	<p>Term 3</p>	<p>Tbd</p>	<p>Able to celebrate as a community the different cultures of Hanmer Springs School.</p>	
	<p>Create a display in the school office which clearly informs our community of the different cultures of Hanmer Springs School.</p>	<p>Term 2</p>	<p>H.R.</p>		
	<p>Principal to continue to discuss with colleagues other initiatives which can steer our school to implementing Best Practice in celebrating cultural diversity.</p>	<p>Terms 1 - 4</p>	<p>Principal</p>	<p>School constantly reflects and develops its celebration of cultural diversity.</p>	

<p>Improve Learning and Achievement: Continue to develop school leadership opportunities.</p>	<p>Review job description for each leader's responsibility and tie in with yearly evaluation.</p>	Term One	Principal	<p>Leaders will have clear direction on their role and how they can further enhance it. .</p>
	<p>School leaders run the student council</p>	Term Two	Principal	<p>To give greater opportunities for our leaders to develop their skills.</p>
	<p>Attend GRIP Conference</p>	Term Two	Tbd	
	<p>Four Leaders attend the Leadership Camp</p>	Term One	Principal	<p>Some of our leaders gain further insight by working collaboratively with other school leaders from schools in our COL.</p>
	<p>Provide greater leadership responsibilities for students in Year 4, 6 and 7.</p>	Terms 1 - 4	Classroom teachers	<p>To develop leadership skills across the school.</p>
<p>Improve Learning and Achievement: Teaching Priorities. a) COL</p> <p>b) Mathematics and Literacy</p>	<p>To maximise the use of the COL PLD groups for teacher and teacher aide professional development.</p>	Terms 1 - 4	Deputy Principal	<p>Give specific PD for staff on area of self identified interest.</p>
	<p>To develop the teaching of Mathematics within the school a) ALIM</p>	Terms 1 - 4	Mel Roborghth	<p>All staff gain PD from outside expert in enhancing their Maths teaching. Group of targeted Priority Learners tracked throughout the year</p>
	<p>b) Respond to weaknesses identified in the 2019 school wide data in Literacy and Mathematics.</p>	Terms 1 - 4	Mel Roborghth and Deputy Principal	<p>15% positive shift in students' performance in geometry and measurement.</p> <p>15% shift of students from stanine 4 to 5 in Maths and Reading.</p>
	<p>c) Track and monitor students who are performing just on the At level in Mathematics and Literacy.</p> <p>d) Review the Gifted and Talented programme within the school and implement any recommendations. Explore the opportunity of using our community more</p>	Terms 1 - 4	SENCO	<p>Targets of: # 85% Reading at or Above.</p> <p># 5% Positive shift in Spelling and Writing.</p> <p># 7% shift in the number of children Above in Mathematics and Literacy.</p> <p>10% of children identified as Below or</p>

<p>C) Developing the Transition to School for preschoolers</p>	<p>to further enhance our talented students.</p> <p>Kerry Florance to focus on developing greater knowledge in this during her sabbatical.</p>	<p>Term 2 and 3</p>	<p>Kerry Florance</p>	<p>Well Below in Reading, Writing, Spelling and NUMP</p> <p>To further develop Best Practice in the use of Nature Play and Play Based Learning throughout the Jnr School Curriculum.</p>	
<p>D) Digital Technologies</p>	<p>To implement a plan to integrate digital technologies into the Hanmer Springs School curriculum.</p>	<p>Terms 1-4</p>	<p>Michelle Saric</p>	<p>For teachers to have an awareness of the revised Technology area. To unpack what we might need to change. To complete an audit of what digital technologies teaching we are already teaching to see what we need to add. Inform the community about the changes about the change to the National Curriculum and let them know how we will be making changes to our school curriculum. Develop a teaching digital technologies curriculum content resource plan</p>	

NAG TWO: STRATEGIC PLANNING, REVIEW AND DOCUMENTATION

ANNUAL PLAN 2020	WHAT	WHEN	Person Responsible	EXPECTED OUTCOMES	REVIEW
To evolve strategic planning that makes explicit links between policies and procedures, annual plan, action plans, curriculum delivery documents and the annual budget	Complete a Review of School Vision, Mission, Values and Leaver Profile	Term 1	BOT	2020 Charter updated and Strategic Plan for 2020 - 2023 completed.	
	Complete the Annual Strategic Planning Evaluation including the Cycle of Review for policies and procedures.	Term 1 - 4	Principal	All policies requiring reviewing are completed and approved by the B.O.T. and then shared with the community.	
	Review to Science and Mathematics Curriculum	Terms 1 - 4	Principal and Mel Roborgh	Science and Mathematics curriculum updated with a Programme of Work which maximises our local community.	

NAG THREE: PERSONAL

ANNUAL PLAN 2020	WHAT	WHEN	Person Responsible	EXPECTED OUTCOMES	REVIEW
To refine the procedural frameworks which promote high levels of quality in staff performance.	To refine the Prof Dev of our support staff.	Terms 1- 4	SENCO and Principal	All Support Staff will further enhance their ability through a structured appraisal and PD programme.	
	Develop job descriptions on all staff responsibilities	Beg of Term 1	Principal	All staff will have a full understanding on what is expected for each responsibility.	
	Use current research to enhance the appraisal process for	Term 2	Principal	Through consultation, develop a teachers' appraisal process which	

	teachers including the use of student voice.			benefits their personal development.	
To maximise the well-being of all students, staff and parents.	Develop a Strategic Plan to effectively develop the well being of our community.	Term 1 - 4	Deputy Principal	To be able to outline a clear, scaffolded approach which embraces and enhances this area for our community.	

NAG FOUR: FINANCE and PROPERTY

ANNUAL PLAN 2020	WHAT	WHEN	Person Responsible	EXPECTED OUTCOMES	REVIEW
Develop the buildings of the school to enhance student learning: Improving Teaching and Learning Spaces.	Establish a set of two cricket nets located on the field.	End of Term 2	BOT	Cricket nets built	
	Complete the Multi Purpose court	End of Term 2	BOT		

NAG FIVE: HEALTH AND SAFETY

ANNUAL PLAN 2020	WHAT	WHEN	EXPECTED OUTCOMES	REVIEW
To ensure we maintain a safe physical and emotional environment that inspires everyone to reach his or her potential	Building WOF	June	Ensure compliance	
	Monthly ARGEST checks completed and logged online.	Monthly		
	Quarterly rental Property Inspections.	Quarterly		
	Electrical check	Annually		
	Painting cycle	Follow 5 year Cyclical maintenance plan.		
	Utilise the data from hazard register and accident book to adopt successful measures to reduce the incidences of hazards and accidents.	Ongoing	Hanmer Springs School is free of unidentified hazards and any hazards are very quickly managed.	

	Review the E.O.T.C. Rams forms to create a more user friendly process.	Term 2	Simplistic and effective forms created which maximise time efficiency and ensure safety and compliance.	
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