



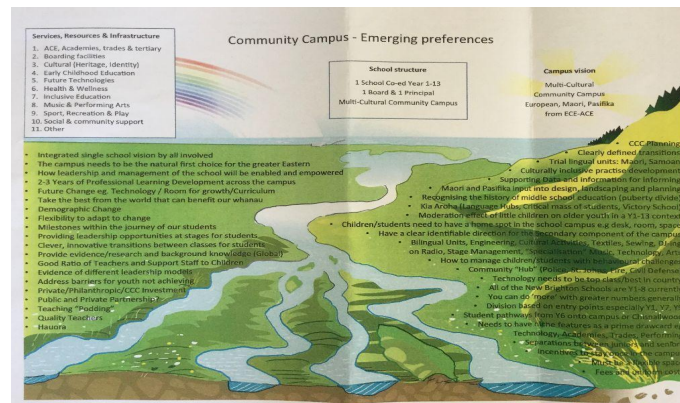
HAEATA COMMUNITY CAMPUS

A New Dawn for Learning

STRATEGIC PLAN 2022

VISION

To provide education that transforms lives.



VALUES

Living through tikanga – emphasising te Tiriti o Waitangi, while being inclusive of people from all ethnicities and backgrounds.



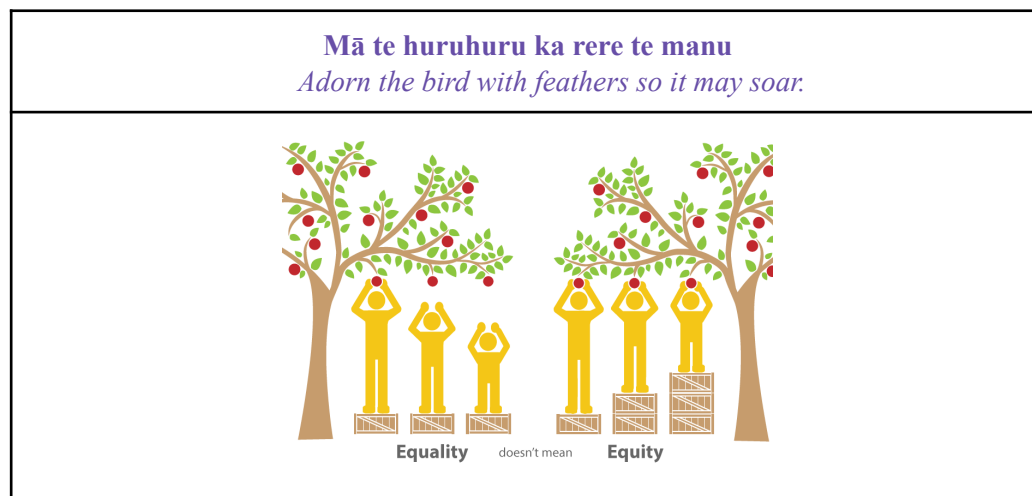
STRATEGIC GOALS

2022

- 1. He Ara Hauora/Wellbeing and Safety** - All ākonga and kaimahi at Haeata Community Campus will ‘come home to school’ everyday. We will be safe, valued, respected and empowered to be who we are.
- 2. He Ara Ako/Teaching, Learning and Achievement** - Ākonga and our wider Haeata community will be engaged in personalised, responsive, success pathways that are relevant and empowering. We will gain knowledge, skills and dispositions to equip us for our future and ensure our success.
- 3. He ara tika/Structures and Systems**
Haeata Community Campus will have quality systems and structures to enable success for all.
- 4. Ko te Ara Whānaungatanga/The Relationships Pathway - Our Commitment**
Our approach will always be positive, mana enhancing and reciprocal in creating partnerships with all ākonga, their whānau, kaimahi, and iwi.

STRATEGIC GOAL	MEASURING SUCCESS
<p>1. He Ara Hauora /Wellbeing and Safety</p> <p>All ākonga and staff at Haeata Community Campus “come home to school” everyday. They will be safe, valued, respected and empowered to be who they are.</p>	<p>Success looks like all:</p> <ol style="list-style-type: none"> 1. kaimahi are happy in their jobs and feel supported and valued 2. members of the Haeata whānau will manaaki others through their words, actions and service 3. ākonga and whānau choosing Haeata as their ‘first choice’ school (an increased roll) 4. kaimahi and ākonga staying with us for their journey 5. ākonga are learning in and about their culture and heritage 6. respect for ourselves, respect for each other and respect for our environment 7. ākonga are empowered to explore and grow their passions, talents and abilities (learning is mana enhancing) 8. ākonga and kaimahi belong here and the East’s history and our cultural narrative is honoured by all kohaeatatātau 9. ākonga and kaimahi nurture positive relationships 10. kaimahi, ākonga and whānau access the services and support networks provided by Te Rauhi to ensure their wellbeing
<p>2. He Ara Ako/Teaching, Learning and Achievement</p> <p>Ākonga at Haeata Community Campus will be engaged in learning programmes that are relevant and empowering. They will be gaining the knowledge, skills and dispositions that will equip them for their future and ensure success.</p>	<p>Success looks like all ākonga:</p> <ol style="list-style-type: none"> 1. are present, participating and engaged in learning 2. have a personalised learning plan that connects to our local and national curriculum 3. have learning goals that reflect their own and their whānau aspirations 4. are engaged in learning that is challenging, relevant and takes place in authentic contexts 5. have a pathway plan to guide their education journey and prepare them for their future (Yrs 11-13) 6. and their whānau receive regular feedback about their learning 7. develop a love of lifelong learning 8. experience success and make progress in their learning 9. are presented with all opportunities on offer to them to support their successful transition out of school (Yr 11-13) 10. continue to be part of the Haeata whānau long after they leave our school and we continue to check in on them
<p>3. He Ara Tika - System & Structures</p> <p>Haeata Community Campus will have quality</p>	<p>Success looks like all:</p> <ol style="list-style-type: none"> 1. physical environments of the school are ensuring the safety and happiness of all

<p>structures and systems that will enable success for all.</p>	<ol style="list-style-type: none"> 2. risks to achieving our strategic goals are identified and mitigation plans and solutions are put in place 3. financial administration and budgets responsibly reflect the strategic goals 4. policies align with, and give effect to the strategic goals 5. ākonga and staff are safe at school 6. staff, leaders and our board are engaging in regular and robust self review processes that identify and implement actions for improvement 7. staff will have access to targeted, quality, professional learning to advance to the school's strategic goals 8. ākonga, whānau and iwi/hapū are engaged with regularly and their input, feedback and suggestions are valued and acted on 9. leaders at Haeata personify mana enhancing leadership, live our values and act with integrity 10. members of our Haeata whānau honour our high standards and expectations of ourselves and others
<p>4. Ko te Ara Whānaungatanga/The Relationships Pathway - Our Commitment</p>	<p>Success looks like all:</p> <ol style="list-style-type: none"> 1. Active community participation on all spheres. 2. Positive, mana enhancing and reciprocal relationships with all. 3. Creative partnerships with all ākonga, their whānau, kaimahi, and iwi. 4. Education that transforms lives in a tangible way. 5. All ākonga living through tikanga. 6. A noticeable emphasis on te Tiriti o Waitangi. 7. Inclusive pathways for ākonga from all ethnicities and backgrounds.



DRAFT ANNUAL PLAN 2022

Strategic Focus	Foci	Review	Strategic Driver	Target
1. Ako/Teaching & Learning	To implement school wide strategies to raise ākonga achievement levels across the board	<ul style="list-style-type: none"> ● Curriculum integration ● Pedagogy best practice ● Junior school assessment practices ● NZQA Accreditation and Assessment procedures ● Kaiako Planning ● Reporting student progress to whānau 	<p> The Learning Progression Frameworks PaCT NumPA JAM information GloSS Haeata Inquiry Process </p> <p> NCEA Student Achievement Data https://secure.nzqa.govt.nz/for-partners/login.do </p>	<p>Achievement Targets</p> <p>All ākonga assessment information that signals a risk of not achieving will be collected within the learning process</p> <p>All Year 1 - 8 ākonga will achieve at or above National Norms (Consultation in April 2021 with the Junior School leaders to quantify achievement data goals)</p> <p>Achievement, Retention and Transition -</p> <p>80% of ākonga achieve the required number of credits at Level 1, 2 & 3</p> <p>100% of ākonga achieve the Annual Goal they set in their Personalised Learning Plan as outlined in the Learning Design</p> <p>100% of ākonga who leave after three years will achieve Level 2 NCEA.</p> <p>NCEA Ākonga Achievement levels will be maintained at: Level One 40% Merit</p>

				<p>25% Excellence Level Two 35% Merit 15% Excellence Level Three Merit - 25% Excellence 10%</p> <p>Transitional Pathways - Transition rates will 80% or higher for ākonga transitioning from:</p> <ul style="list-style-type: none"> • Year 11 to Year 12 • Year 12 to Year 13 • Year 13 to local tertiary institutions or to paid employment.
<p>2. Self Review & Reporting</p>	<p>To evaluate the learning design in relation to its effectiveness in raising student achievement</p> <p>To review the efficacy of the board’s strategic plan in giving effect to the National Education Guidelines</p> <p>To review board policies, plans and and Learning design to ensure they reflect the Haeata vision and values</p>	<ul style="list-style-type: none"> • Charter • Treaty of Waitangi obligations • School Policy • ERO Report - develop an action plan for implementation in 2021 • Board Assurance documentation • Board succession planning 	<p>National Administration Guidelines NAGs</p> <p>National Education Goals NEGs</p> <p>Key Resources: Effective Internal Evaluation for Improvement</p> <p>How to Create an Exponential Mindset</p> <p>Leading Strategic Initiatives Tools and insights for turning vision into results</p>	<p>Review Targets</p> <p>The following reviews will be to the Board Review Committee by December 2021</p> <p>Governance Annual Strategic Plan Treaty of Waitangi obligations School Policies ERO Report - develop an action plan for implementation in 2022 Board Assurance documentation Board succession planning</p> <p>Management Planning & Reporting mechanisms</p> <p>Written Reporting of Ākonga Success to Whānau</p>

			<p>6 key elements in effective innovation governance</p> <p>Adapting your board to the digital age</p>	Report of Variance
3. Human Resources	<p>To be a good employer</p> <p>To ensure the Haeata Community Campus staff is fully trained and qualified</p> <p>To provide targeted professional learning to build staff professional capacity</p> <p>To grow and maintain positive relationships with local iwi</p>	<ul style="list-style-type: none"> ● Recruitment and Retention ● Importance of key appointments to ensure diversity in Curriculum Mapping ● Annual Appraisal 	<p>Curriculum Mapping to Build a Learning Community</p> <p>Evaluation & Associates</p>	<p>All kaimahi will participate in targeted professional learning for:</p> <ul style="list-style-type: none"> ● Evaluation Associates - Effective Teacher Profile ● Assessment for Learning ● Planning to deliver programmes of learning within the parameters of the Haeata Learning Design ● All kaimahi will complete a personalised professional learning cycle in 2022
4. Finance & Property	<p>To build financial reserves</p> <p>To review the PFM contract in relation to the</p>	<ul style="list-style-type: none"> ● Roll Numbers ● Contestable Government funds ● PTA ● Fundraising ● Alumni ● Community trusts and local businesses ● International student <p>Improvement sought with regard to communication, fiscal</p>	<p>Financial Planning</p> <p>How do effective schools manage their finances?</p>	<p>Establish the Haeata Whānau Trust</p> <p>Hold one marquee fundraiser in 2022</p> <p>Fundraising Ideas for Education</p>

	Utility Management Group, the Ministry of education, and FSP.	accountability, programme delivery and efficiency		
5. Health & Safety	To provide and maintain a safe physical and emotional environment for all stakeholders	<ul style="list-style-type: none"> ● Pandemic/COVID-19 Planning & Response ● Health and Safety Committee Representation ● Annual internal audit of the school's health and safety compliance and practices ● Staff access to training ● Hazard identification and risk management audit protocols. 	<p>Legislation</p> <p>Health and Safety at Work Act 2015</p> <p>Smoke-free Environments Act 1990</p> <p>Civil Defence Emergency Management Act 2002</p> <p>Food Act 2014</p> <p>Vulnerable Children Amendment Act 2017</p> <p>School Policy & Practice</p> <p>He Korowai Manaaki - School-wide Behaviour Management</p>	Review complete by November 2022
8. Global - Looking Outwards	Within the framework of the New Zealand Curriculum, the Haeata Learning Design will provide learning experiences that connect learning to real life and the global economy	<ul style="list-style-type: none"> ● That all professional inquiry drives improved teaching and learning practices and contributes to successful outcomes for all ākonga ● That all programmes respond to student diversity and cater for individual ākonga learning needs and 	<p>Global Citizenship Education: What, Why, Who, How?</p> <p>Education to take the center stage at the United Nations in 2022</p>	<p>Looking Outwards</p> <p>All ākonga will experience a sense of shared belonging to the global community</p> <p>All ākonga will be active participants in the world around them.</p>

		<p>interests.</p>	<p>Reimagining our futures together: a new social contract for education</p> <p>Priorities</p> <p>Global Citizenship Education</p> <p>Transitions – Managing Times of Change Inclusive Education</p> <p>Preparing Students to Leave School Inclusive Education</p>	<p>All barriers to learning that exist for ākonga will be identified.</p> <p>All ākonga will demonstrate an understanding of social justice and human rights in a global community</p> <p>All ākonga will demonstrate an understanding of identity and cultural diversity and its importance in developing intercultural understanding and personal and social capability.</p> <p>Managing Times of Change/ Transitions</p> <p>Teina/Junior School All ākonga will successfully transition from ECE to Year 1 through a carefully planned and implemented collaborative team approach.</p> <p>Key strategies will be applied to transition points during the year.</p> <p>Tuakana/Senior School Preparing for the future is an integral part of the curriculum in years 9–13. We will use flexible approaches to personalise the curriculum for all ākonga.</p> <p>We will support all ākonga to develop individualised pathways by coordinating with whānau,</p>
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