
Charter 2022

Hamilton East School

Te Kura O Kirikiriroa ki te Rāwhiti



Stand tall. Reach high.
Tū Tangata! Tū Māia!

1: BACKGROUND

Hamilton East School - Te Kura o Kirikiriroa ki te Rāwhiti

What's special about HES?

- A dedicated and stable staff focused on relationship building and quality learning and teaching.
- A Toolkit that provides a strong framework across the school.
- Amazing cultural diversity and inclusive practices.
- Integrated digital technologies with computers, iPads and chromebooks in use in our classrooms.
- Awarded Gold Enviro school with many native trees, kitchen gardens and a strong focus on sustainability
- Beautiful heritage buildings, fully adapted to modern learning requirements.
- Grounds over three levels, with playgrounds, courts, fields and a swimming pool – plenty of space for active and imaginative play.
- Before and after school care available on school grounds, and school bus available.
- Community Partnerships – including Te Whānau Hānonga and WISE Group.
- A dedicated quality and stable staff regularly upskilling.

Who are we?

Hamilton East School was established in 1872 and is the oldest school in Hamilton on its original site. The school is sited on 2.25 hectares across three levels, with heritage buildings and trees and extensive plantings all contributing to its attractive learning environment. It is a State, co-educational contributing primary school.



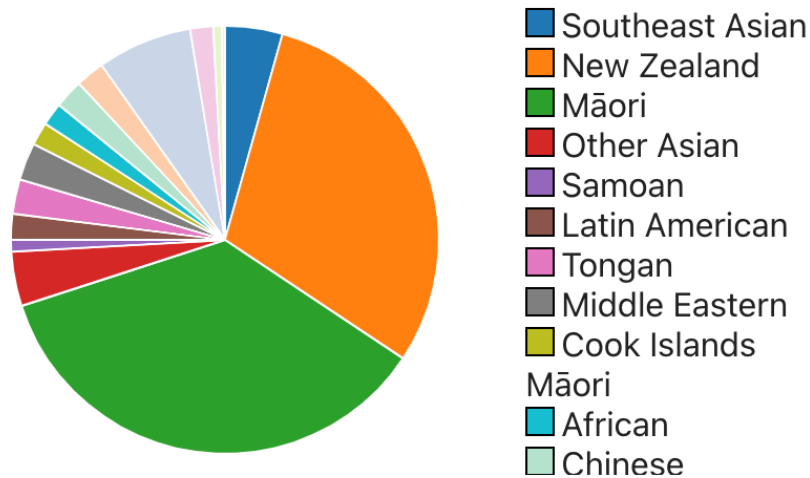
As a State school, it receives government funding and lessons are based on the NZ Curriculum. Being a contributing school, it caters for Years 0-6.

In recent years the role has been continuously increasing as the population of Hamilton increases and there is significant in-fill development within the school catchment. In 2016 an enrolment zone was implemented. Since then the role has been sitting between 430 and 500. Our pupils come from a wide ethnic base and varied socio-economic backgrounds. We celebrate our diversity and new students typically settle quickly thanks to the inclusive practices and spirit.

In addition to meeting the learning needs of our students with a focus on literacy and numeracy, Health and Physical Wellbeing (Hauora) Te reo Maori and The Arts also feature strongly in the school. We have had a strong Science focus since 2019. Whole-school productions (Operetta) are held every second year. GLEE concerts, Kapa Haka, Haka Hiva and Indian Dance groups, International Food Festival, Totara Team –'Waiata' and Kowhai Team-'Waiata Pipi are part of our school. Physical Education (PE), includes summer swimming.



MoE Ethnicity Groups*



What do we stand for?

In 2015 the Board of Trustees (now known as the School Board) adopted a new Vision and Whakataukī for Hamilton East School to reflect our values, expectations and aspirations, and to inform and guide our future decision-making and conduct. The Vision, Whakataukī, and school logo are interwoven and are the cornerstones of what our school stands for.

Vision

Our Vision is **‘Stand tall. Reach high’**. It was inspired by our beautiful redwood tree that has graced the HES grounds since the early 1900s.

Our Vision means being proud of ourselves, of each other and of our school, and having confidence now and into the future. It speaks of the heights our tamariki can reach with the right care and nurturing, and the importance of having a strong foundation or roots to weather any storms. It reminds us to dream big and aim high.

Whakataukī

A whakataukī (proverb or saying) is an important aspect of Māori culture. Our whakataukī is **‘Tū Tangata! Tū Māia!’**. It was informed by the Vision but as with all whakataukī, it is metaphoric and carries many meanings. This whakataukī was recommended by Te Whānau Hononga and endorsed by the Board. Te Whānau Hononga is a group of parents and whānau of Māori students who seek to support and promote the success of Māori students at HES; guide and promote the use of te reo, mātauranga Māori and tikanga Māori; and uphold the Treaty of Waitangi.

“Tū” means to stand, establish or hold. “Tangata” means person or individual. “Māia” means to be brave, bold, capable or confident.

Tū Tangata! Is a call to stand tall and demonstrate ‘personhood’. It encompasses attitudes and values, responsibility and compassion, and standing firm in one’s beliefs. It includes knowing our place in the world, including through acknowledging and valuing whakapapa, reo and tikanga.

Tū Māia! Is a call to demonstrate courage and creativity. It encompasses leadership, independence, confidence and pride and recognition of one’s skills. For Māori, it includes valuing and being Māori.

*He kupu akiaki tēnei ki a tātou kia whakanuia te reo Māori, tikanga Māori and mātauranga Māori.
This is an opportunity for us to celebrate reo, tikanga and Mātauranga Māori.¹*

Principles

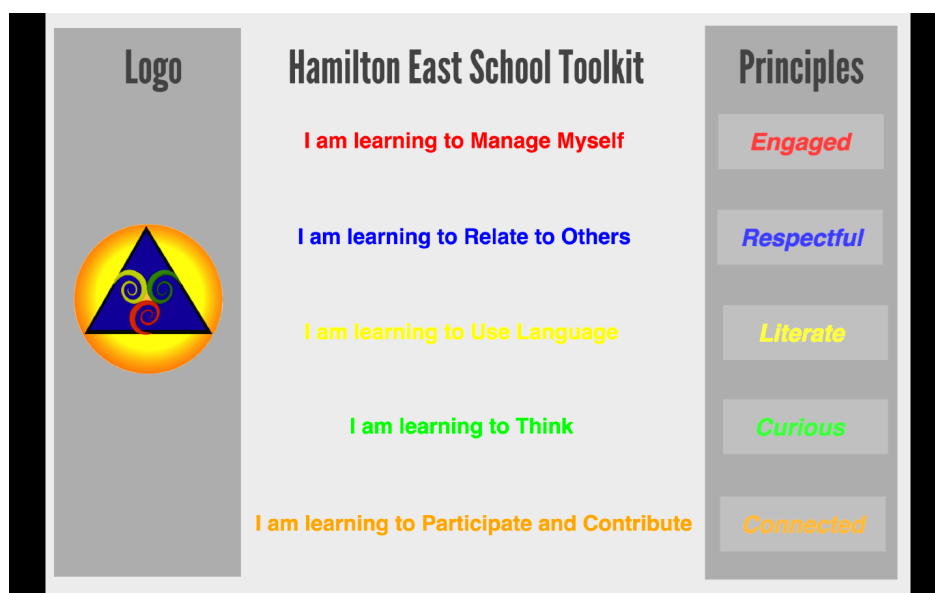
The guiding principles for HES learners are to be :

Engaged, Respectful, Literate, Curious and Connected (please refer to the toolkit)

Toolkit

The HES Toolkit² was redeveloped for 2016. The original Toolkit was based on the UNESCO Pillars of learning and it has been updated to be specific and relevant to Hamilton East School. This is a summary of the Toolkit – for a further breakdown please refer to our website via the following link.

<http://www.hameast.school.nz/1695/pages/404-hes-toolkit>



How do we perform?

The most important measure of our performance is how our students achieve – after all, that is our primary purpose. Other indicators include findings of the Education Review Office, results of consultation with the school community and staff, and other feedback from people and agencies we interact with regularly.

¹ Te Hononga, 2015

² <http://www.hameast.school.nz/1/pages/404-hes-toolkit>

Student achievement

Student achievement is measured primarily against curriculum levels in reading, writing and mathematics. We assess students at Age 5, 5 1/2 and 6, and then at appropriate times within year levels. We report to parents/guardians through HERO by LincEd and have formal meetings twice a year.

Throughout the year teachers are assessing students' achievement and adjusting teaching and learning programmes accordingly.

We also assess students against targets based on our own school priorities. A breakdown of our achievement can be found in our Annual Report.

Education Review Office

The Education Review Office visited our school in March 2020. In summary, ERO found that whilst the school is working toward achieving equitable outcomes for all students, disparity remains in some areas. Reducing disparity is a key focus for our school, and is reflected in the targets we set.

ERO were complimentary of the school regarding our inclusiveness - that” *students feel very supported and safe and have good relationships with staff, our high levels of pastoral care for students and their whānau, our genuine commitment to particularly bi, but also multiculturalism, and our efforts and success in supporting students with high needs. They also noted that feedback from the parent focus groups was very complimentary.*”

The completed report can be accessed online at <http://ero.govt.nz>.

Community survey

Every year the School Board surveys the school community to see how whānau think Hamilton East School is performing in the areas of curriculum, reporting, student achievement, communication, facilities and whether children are happy at school.

The survey is undertaken in October each year.

The survey results are discussed at the following School Board meeting and 3-4 key feedback areas are chosen by the Board to seek to make improvements in those areas.



Significant Trees

Hamilton East School is a historic site, being the longest continuously operating school in Hamilton. It is part of the Hamilton Heritage Trail. The mature trees on the school grounds are a part of this history and beauty, having been planted when the school was young. These trees need to be protected.

The following trees at Hamilton East School are particularly special:

- **Redwood** – this tree is central to the Hamilton East grounds and Vision and estimated to be at least 100 years old. The Redwood is a giant amongst trees in Hamilton. You can see it from many places in the city and Hamilton East. It is a landmark and a truly majestic tree.
- **ANZAC Oaks** in the carpark – These were planted in memory of fallen soldiers who attended Hamilton East School.
- **Mature Totara** trees and a **Rimu** on the hill to Middle Flat and beside the hall - These trees offer a habitat for ruru, which are frequently heard in the tops early in the morning. Also native bats that we are encouraging into our environment. The Totara trees are an icon for our Middle School (named Totara Team), which is situated close by.

Given that the Hamilton City Council no longer includes any trees in its existing protected tree register, we feel it is our responsibility as the guardians of this place to acknowledge these notable trees, and give them protection.

The notable trees identified above are already up to a hundred years old. They exist in an education focused environment, providing a unique opportunity for the students of the school to be part of nurturing and caring for them, as well as cultivating an appreciation of very old large trees. More importantly, in the current urban-dominated living environment of most New Zealanders, very few trees are given the chance to live indefinitely.



School Charter

Purpose


A school charter is a binding agreement between the School Board, the school's community and the Minister of Education. It sets out the Board's priorities and expectations, what it wants to achieve and how it intends to get there. It provides guidance for the day-to-day management of the school by the principal.

Reporting

Each year the School Board has to prepare a report for the Minister of Education outlining the school's progress towards achieving the aims set out in the charter. This report includes an 'analysis of variance' (AOV) report which identifies any variance between the relevant aims, objectives, direction, priorities or targets in the previous year's charter and actual performance and outcomes.



PART 2: STRATEGIC PLAN

<p>STRATEGIC GOAL ONE</p> <p><i>Students are engaged as lifelong learners and encouraged to reach their highest potential</i></p> <p>1.1 Ensure that the principles of the Te Tiriti o Waitangi (partnership, participation and protection) are embedded in our curriculum.</p> <p>1.2 Embed student-led learning, recognising and encouraging individual differences in students.</p> <p>1.3 Ensure learning is 'balanced' and holistic – taking into account Social, Environmental, Cultural and academic influences.</p>	<p>HAMILTON EAST SCHOOL</p> <p>STRATEGIC PLAN 2020 – 2023</p> <p>(amended for 2021 due to disestablishment of Kahui Ako)</p>  <p>HAMILTON EAST SCHOOL Te Kura O Hamutana Rawhiti</p> <p>Vision</p> <p><i>Stand Tall, Reach High Tu Tangata! Tu Maia!</i></p> <p>Guiding Principles/Values</p> <p>Engaged Respectful Literate Curious Connected</p>	<p>STRATEGIC GOAL THREE</p> <p><i>Establish strong and clear community connections and partnerships</i></p> <p>3.1 Increase engagement with family/whanau to further support the learning and growth of children.</p> <p>3.2 Forge stronger connections with cultural communities and groups, in our school community.</p>
<p>STRATEGIC GOAL TWO</p> <p><i>Continue to develop and support teacher excellence</i></p> <p>2.1 Staff will engage in regular professional development to deliver education that enables student equity and excellence.</p> <p>2.2 A strong coaching and mentoring philosophy is embedded, to continue building capability and providing for effective succession planning.</p> <p>2.3 Staff well-being will be prioritised, acknowledging the demands placed on staff, valuing input, and helping build resilience.</p> <p>2.4 Continue to grow science/technology expertise in the school, and develop a stronger science presence in our curriculum.</p>		<p>STRATEGIC GOAL FOUR</p> <p><i>Reduce disparity of outcomes for our learners</i></p> <p>4.1 Develop a community approach to accelerating literacy and numeracy.</p> <p>4.2 Target programmes for boys, Maori and Pasifika students.</p>

PART 3: TARGETS 2022 ³

Target 1

Literacy Achievement

This target will identify and accelerate students involved in additional literacy programmes funded by the Board to support reading/writing.

Target 2

Hauora

In response to Covid-19:

To maintain or increase hauora level years 3-6 between March and November 2022. This data will be based on an online survey conducted at the end of March and November 2022.

Target 3

Te Reo level 4 achievement

To develop, practice and sustain Te Reo Māori so tauria in all our classes are using Te Reo at the minimum level of 4B in 2022 as evidenced by the Te Reo Stocktake.



³ Refer to "Hamilton East School (HES) Targets 2022" document for explanation of each Target.

PART 4: 2022 WORK PLAN

2022	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Meeting Date	16/2/22	16/3/22	13/4/22	18/5/22	22/6/22	NO Meeting	17/8/22	21/9/22	19/10/22	16/11/22	7/12/22
Strategic Focus	Charter Strategic Plan School Targets Board Plan Operational Plan Annual Delegations	Covid Policy updates i	Goal 1 Health and Safety	Goal 2	Goal 3	Training Opportunity for Board	Goal 4 Election preparation	Elections Appoint Presiding member (chair)	Goal 1 and 2	Goal 3 and 4	Achievement
Charter	Update and Confirm 2022 Charter	Charter updated and submitted - 1 March					Discuss new Charter requirements			Discuss new Charter and targets- 2023	Discuss new Charter and targets 2023
Student Progress & Achievement and Reporting	Update and Confirm 2022 targets Statement of Variance	Analysis of variance (AOV) statement 1 March	Principals report update	Principals report update	Assessments Mid Year reporting		Principals report update	Principals report update	Principals report update	Principals report update	EOY Assess and Full report. Draft AOV
Policies	Annually updated policies Governance Policies	Annually updated policies Governance Policies	Operational policies Processes and Procedures	Operational Policies Processes and Procedures	Operational policies Processes and Procedures		Operational policies Processes and Procedures	Operational policies Processes and procedures	Operational policies Processes and Procedures	Operational policies Processes and procedures	Operational policies Processes and procedures
Professional Learning			BOT Professional Development			BOT Professional Development			BOT Professional Development		
Culture/ Community	School Newsletter	Board Newsletter Kāhori ki te kōhori Parent Conferences	start of 150 Jubilee Celebrations		Board Newsletter Parent Open Day	Parent Conferences	ICT meeting with parents	Board newsletter	Community Survey sent out		Board Newsletter International Food Festival

PART 4: 2022 WORK PLAN

2022	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
		Kanohi ki te Kanohi 7-10 March Teacher TOD - 28 March									
Property			Routine inspection of grounds	Review Property Report/advice engage Consultant	School pool planning		2023 Plans	Review Cyclical Maintenance		Routine inspection of grounds	
Budget	Monitor	Monitor	Monitor	Monitor	Mid Year Review		School Bus Review Monitor	Monitor	Monitor	2023 draft	2023 approved
Personnel		Covid (vaccination mandates)				NZCER Staff Survey			Review staffing 2023		
Principal Job Description		Principal and Board Chair meet							Principal and Board Chair meet		
Important Celebrations/Dates	Waitangi Day		150 Centennial ANZAC Day Easter	I	Matariki			School Board elections	Diwali		Christmas
Curriculum Inquiry Topics	Turangawaewae	Turangawaewae	Turangawaewae	Target 1, 2 and 3	Target 1, 2 and 3	Target 1, 2 and 3	Target 1, 2 and 3	Class topics	Class topics	Class topics	Class topics

PART 5: ADDITIONAL INFORMATION/RESOURCES

Roles and responsibilities

Ministry of Education

The Ministry of Education is the Government's lead advisor on the New Zealand education system, shaping direction for sector agencies and providers. Its purpose is *"lifting aspiration and raising educational achievement for every New Zealander"*. The Ministry has responsibilities for strategic leadership, policy development and has a substantial operational role. There are six relevant key areas Ministry activities come under:

- **Strategic leadership in the sector** - develop strategic policy for the education sector and deliver services to the sector. Undertake education research and analysis and monitor education sector capability and viability.
- **Support and resources for the community** - deliver policies, programmes and services focused on improving the community's knowledge of and participation in the education system. This involves working with parents, iwi, and Pasifika advisors and community groups to get greater participation in education, providing information to enable decision to be made about education options and providing education programmes for stakeholders to support the education system.
- **Support and resources for education providers** - ensure that education providers have the resources and support they need to deliver services to students, which includes administering a range of legislative and regulatory controls, determination and delivery of funding and other resources, providing services that support the governance, management and operation of education providers, and monitoring and intervening in providers that are at risk in relation to financial viability, student achievement and participation.
- **School property portfolio management** - have responsibility for all education property owned by the Crown. This involves managing the existing property portfolio, upgrading and improving the portfolio, purchasing and constructing new property to meet increased demand and identifying and disposing of surplus State school sector property.
- **Support and resources for teachers** - support teachers' and principals' professional leadership, learning and teaching which involves the development of national guidelines, providing curriculum statements and achievement standards, resources to support teaching, learning and assessment and professional leadership and providing professional development programmes, scholarships and awards. The Ministry also administers the teachers' payroll.
- **Interventions for target student groups** - deliver policies, resources and services focused on targeted students groups' or individuals' participation in education which includes targeted interventions, specialist support services, funding and other resources and special education services to children and young people with special learning and developmental needs.

Education Review Office

The Education Review Office (ERO) is the New Zealand government department that evaluates and reports on the education and care of students in schools and early childhood services.

Schools and early childhood services are reviewed on average once every three years. Reviews are undertaken more frequently where the performance of a school or centre needs improvement and there are risks to the education and safety of the students, or less frequent where a school has a stable reporting history and demonstrates good self review processes and use of its assessment information. ERO's reports on individual schools and early childhood services are freely available to the public.

School Board

Section 118 of the Education and Training Act 2020 states that every state school must have a board, with sections 118 to 137 setting out the boards functions and powers. The board is the governing body of the school and is responsible for the governance, including policies by which the school is to be controlled and managed. The School Board is the employer of all staff in the school, is responsible for setting the school's strategic direction in consultation with parents, staff and students, and ensuring that its school provides a safe environment and quality education for all its students. Boards are also responsible for overseeing the management of personnel, curriculum, property, finance and administration.

Under section 127 of the Education and Training Act 2020, a Board's primary objectives in governing a school is to ensure that—

- every student at the school is able to attain their highest possible standard in educational achievement;
- the school is a physically and emotionally safe place for all students and staff; gives effect to relevant student rights set out various legislation; and takes all reasonable steps to eliminate all forms of discrimination;
- the school is inclusive of, and caters for, students with differing needs; and
- the school gives effect to Te Tiriti o Waitangi.

School Board 2022



Principal

The principal is the board's chief executive in relation to the school's control and management. Section 130 of the Education and Training Act 2020 requires the principal to comply with the board's general policy directions (e.g. the charter) but otherwise has complete discretion to manage the school's day-to-day administration as they think fit (subject to other NZ laws).

NZ Curriculum

The New Zealand Curriculum (NZC) gives the schools direction for teaching and learning. It is a framework rather than a detailed plan and schools develop their own curriculum and teaching programmes from it. This is called The Hamilton East Curriculum.

It is the role of the Board, through the principal and staff, to develop and implement a curriculum for students which is consistent with the principles, values and key competencies as outlined in the NZC.

Resources and information

Publications

Ka Hikitia – Accelerating Success 2013-2017 (Māori Education Strategy)

Tau Mai Te Reo – Māori Language in Education Strategy 2013-2017

Tātaiako: Cultural Competencies for Teachers of Māori Learners

Websites

Hamilton East School www.hameast.school.nz

Ministry of Education <http://www.minedu.govt.nz/>

NZ Curriculum <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

UNESCO <http://en.unesco.org/>

Education Review Office <http://ero.govt.nz/>

TKI <https://www.tki.org.nz/>

Contacts

If you would like to know more, or to contact teaching staff, the School Board or Te Whānau Hononga, please call in to the school office or phone 07 839 3377. Alternatively you can email Pippa principal@hameast.school.nz.

