



Heretaunga College

Charter

2019 to 2021

Our School

Heretaunga College is a state, coeducational, year 9 to 13 secondary school. It is located in Upper Hutt and was established in 1954, the first secondary school in Upper Hutt.

The school has a proud history of success in a range of areas including, academic, sporting and cultural. This tradition continues through to today with students achieving excellence in external exam results, in the sports arena and in cultural activities.

The philosophy of the school is reflected in its crest, the phoenix, which symbolises fresh beginnings, and its motto, Kia Hiwa Ra, be awake, be alert. People grow and develop when they are awake to the many opportunities that surround them and are ready to be challenged by new things.

At Heretaunga College academic emphasis is balanced by a concern for the individual's personal and social development.

As part of the growth and learning process high priority is given to the preparation for employment, tertiary education and leisure. Developing skills of self-management; respect for others, the enhancement of individual confidence and self esteem are all key parts of the learning process at Heretaunga College.

Our Mission

Growing connected, creative, resilient,
and engaged citizens.

Our Whakatauki

He Manu e kai ana i te miro, nona te Ngahere.

He Manu e kai ana i te matauranga, nona te Ao.

*The bird that eats the miro berry has the forest; the bird that eats
of knowledge has the whole world.*

Our why

- To prepare Upper Hutt youth for life as engaged, informed and educated citizens.
- To create connections and build meaningful relationships.
- Create a place in which it is safe for akonga to express themselves, think critically and to broaden their horizons.
- To make learning inspirational, enjoyable and enriching thus fostering life-long learning.
- To encourage our akonga to have confidence, to explore boundaries and to find their passion.

To prepare Upper Hutt youth for life; as engaged, informed and educated citizens.

- Develop resilience and self-awareness
- Integrate activities that promote social consciousness, global thinking and environmental awareness in learning programmes
- Encourage participation in community organisations, projects and events.

To create connections and build meaningful relationships.

- Strengthened relationships at various levels, underpinned by:
 - the principles of restorative practice,
 - pastoral and academic mentoring,
 - strong home - school - student connections supported by regular Kaiarahi involvement.

Create a place in which it is safe for akonga to; express themselves, take risks, think critically and to broaden their horizons.

Provide a learning environment where akonga feel safe to:

- Succeed
- Think deeply and aspirationally
- Try something new and to learn from mistakes
- Express cultural, sexual and gender identity
- Strengthen their mental health and wellbeing

To make learning inspirational, enjoyable and enriching, thus fostering life-long learning.

- Place students at the centre of learning; student agency is an integral part of authentic learning
- Programmes are designed to be challenging, engaging and interesting
- Teachers build capacity to actively model the skills of life-long learning

To encourage our akonga to have confidence, to explore boundaries and to find their passion.

- Contextualised curriculum and innovative programmes build students' motivation.
- Students are empowered to question and challenge ideas.
- Growth mindset fosters high expectations of students, staff and whanau.

Maori Achievement

The performance of Maori students will be analysed and reported separately so that we can track progress.

The developments in teaching and learning have been designed with the needs of Maori students in mind.

An improved learning environment that teaches students how to learn and uses a variety of delivery modes that encourage thinking and fosters enjoyment of learning will benefit Maori students and lead to better learning outcomes.

The school does need to promote the Maori culture and create a climate where Maori people can feel good about being Maori within the Heretaunga College community. A better climate for Maori people within the school will make it easier for Maori students to feel that they belong and are a part of the learning environment being created.

It is also recognised that improving relationships with Maori children and their families will have a significant impact on the learning outcomes of Maori students as they feel a greater connectedness to the school.


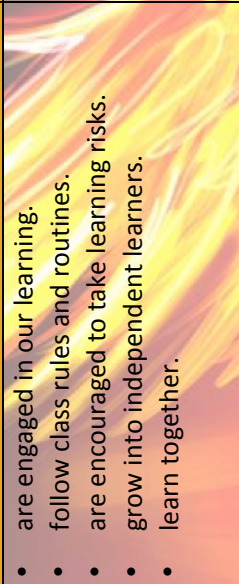

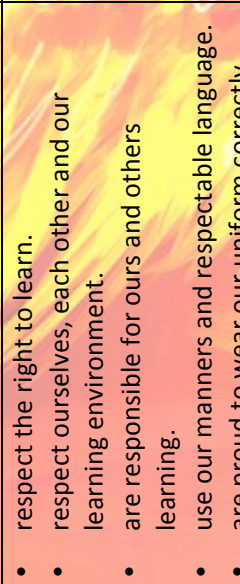
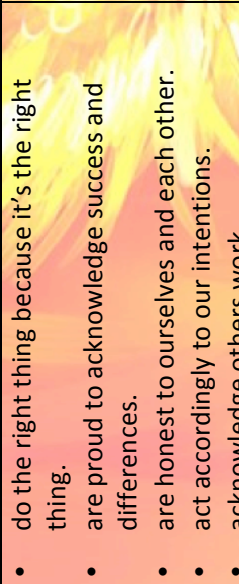

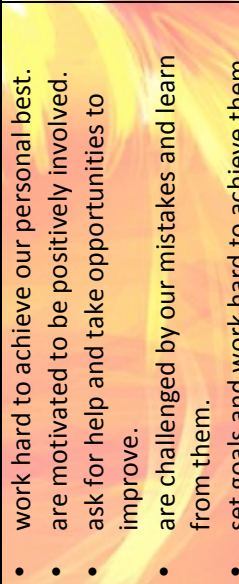
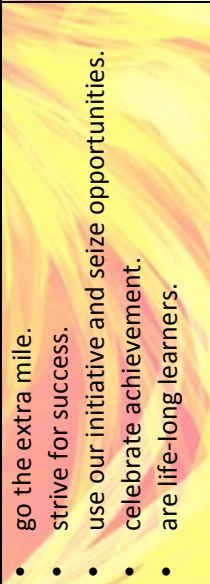
To this end one staff briefing a week is set aside to focus on improving the teaching staff's knowledge of Te Kōwhiri Maori.

The school is also committed to offering instruction in Te Kōwhiri Maori and Te Reo Maori for students whose parents request it.



Heretaunga PRIDE

Whakaatu te MANA showing PRIDE

			<i>In the Community we:</i>	
			<i>In the Classroom we:</i>	<i>On Campus we:</i>
Participation  <i>being involved</i>		<ul style="list-style-type: none"> are engaged in our learning. follow class rules and routines. are encouraged to take learning risks. grow into independent learners. learn together. 	<ul style="list-style-type: none"> value and uphold school rules and procedures. seize the day. are leaders. rise to the challenge. are involved in Education Outside of the Classroom. 	<ul style="list-style-type: none"> volunteer our time. volunteer our services. are helpful. are role models. support each other.
Respect  <i>Valuing ourselves and our environment</i>		<ul style="list-style-type: none"> respect the right to learn. respect ourselves, each other and our learning environment. are responsible for ours and others learning. use our manners and respectable language. are proud to wear our uniform correctly. 	<ul style="list-style-type: none"> respect our campus. dispose of our rubbish responsibly. recycle. have appropriate manners and language. are drug, alcohol and violence free. 	<ul style="list-style-type: none"> wear our uniform well. have good manners. use appropriate language. are respectful citizens. are law abiding.
Integrity <i>Being honest and true to what we value</i>		<ul style="list-style-type: none"> do the right thing because it's the right thing. are proud to acknowledge success and differences. are honest to ourselves and each other. act accordingly to our intentions. acknowledge others work 	<ul style="list-style-type: none"> are proactive and take a positive stand. take responsibility. are gossip and rumour free. are true to our values and beliefs. promote honesty. 	<ul style="list-style-type: none"> play fair. represent the school with pride. help other people in need. practise what we preach. are honest about who we are.
Determination  <i>never giving up</i>		<ul style="list-style-type: none"> work hard to achieve our personal best. are motivated to be positively involved. ask for help and take opportunities to improve. are challenged by our mistakes and learn from them. set goals and work hard to achieve them. 	<ul style="list-style-type: none"> honour commitments. persevere. maintain our environment. use our facilities correctly. know our strengths. 	<ul style="list-style-type: none"> stay true to commitments. are proud to speak up for HC. challenge misconceptions about Heretaunga College. add value to our community. welcome everyone.
Excellence <i>Doing everything to the best of our ability</i>		<ul style="list-style-type: none"> go the extra mile. strive for success. use our initiative and seize opportunities. celebrate achievement. are life-long learners. 	<ul style="list-style-type: none"> are winners. extend learning beyond the classroom. encourage each other. value all successes. take ownership of our school. 	<ul style="list-style-type: none"> make our successes known. engage in competitions. make a positive difference. seize opportunities. have mana.

Why	To prepare Upper Hutt youth for life as engaged, informed and educated citizens.	To create connections and build meaningful relationships.	Create a place in which it is safe for akonga to express themselves, think critically and to broaden their horizons.	To make learning inspirational, enjoyable and enriching thus fostering life-long learning.	To encourage our akonga to have confidence, to explore boundaries and to find their passion.
How	<ul style="list-style-type: none"> Develop resilience and self-awareness Integrate activities that promote social consciousness, global thinking and environmental awareness in learning programmes Encourage participation in community organisations, projects and events. 	<p>Strengthened relationships at various levels, underpinned by:</p> <ul style="list-style-type: none"> the principles of restorative practice, pastoral and academic mentoring strong home - school - student connections supported by regular Kalarahi involvement. 	<p>Provide a learning environment where akonga feel safe to:</p> <ul style="list-style-type: none"> Succeed Think deeply and aspirationally Try something new and to learn from mistakes Express cultural, sexual and gender identity Strengthen their mental health and wellbeing 	<ul style="list-style-type: none"> Place students at the centre of learning; student agency is an integral part of authentic learning Programmes are designed to be challenging, engaging and interesting Teachers build capacity to actively model the skills of life-long learning 	<ul style="list-style-type: none"> Contextualised curriculum and innovative programmes build students' motivation. Students are empowered to question and challenge ideas. Growth mindset fosters high expectations of students, staff and whanau.
Review	<ul style="list-style-type: none"> Well-being committee expanded to include students. Student involved in planning Well-Being Day. Attitude presentations again in 2018. Social Action offered for in 2018 was a success and will continue in 2019. Year 9 inquiry reflected a global awareness/consciousness/perspective. Community Captains organised Relay 4 Life and other events that promoted social issues. 	<ul style="list-style-type: none"> 3 way conferences to set goals/build relationships between home/student/school extended to two for year. Learning conversations are happening (traffic lighting) Targeted achievement - students identified 'at risk' supported by letters home Update training for new staff in restorative practice / update PL sessions with whole staff Held parent evenings e.g NCEA, Junior Project Based Learning evening, Senior Subject Course Selection (Pathway evening) Using social media (FB) to inform parents Online portal School Links implementation for senior course selection Kalarahi reports (x2) Community consultation (Health) 	<ul style="list-style-type: none"> Well being committee expanded to include students. Wellbeing (staff and student) days implemented in 2018. Year 9 Junior Inquiry Project involved all staff in planning Senior Mentoring programmes; mindfulness and growth mindset sessions delivered by teachers. VIBE, Upper Hutt Community Youth Trust (Belle, Shift), Spearhead Leaders, Ignite, SPCA, Naenae Boxing Programme, Loves Me Not (Police), Rimutaka Prison 	<ul style="list-style-type: none"> Staff experimenting with new approaches within departments and some collaboratively. Staff have experimented with inquiry style learning allowing students more agency over their learning. Senior mentoring programme continued to add impetus to student engagement and outcomes at senior level. 	<ul style="list-style-type: none"> Evidence of change in student culture in that more are seeking to achieve well. Students in Years 11 to 13 were in academic mentoring programme where Kalarahi (form teachers) were in a position to encourage akonga to extend themselves. Still concerned about our akonga having low resilience and giving up easily when they perceive the challenge to be too much. Highly concerned about growing mental health issues.
Activities	<ul style="list-style-type: none"> Establish student well-being committee Review of good practice around activities that promote social consciousness, global thinking and environmental awareness Curriculum documents /planning include opportunities for students to engage within their community Investigate / determine potential for increasing time/structure for Junior mentoring programmes as part of curriculum review Investigate impact learning approach in Junior school Strengthen Senior mentoring programmes to include aspects of good citizenship, social justice 	<ul style="list-style-type: none"> RP training for new staff Establish RP committee Learning conversations are documented consistently across the school Using the results of the reporting surveys to implement changes to the reporting and parent evening organisation 3-way conferences at start of year extended to junior school. PL sessions for teachers around effective feed forward JCEA system to be replaced by a new assessment tool based on SOLO Taxonomy (Poutama) 	<ul style="list-style-type: none"> Implement growth mindset activities as part of the mentoring programme across year groups. Departments running inquiry programmes as they see fit and choose who they collaborate with. Curriculum documents / planning include opportunities for students to develop independent critical thinking skills. In particular at junior level and with our new Poutama tool in mind. Outcomes from school wide professional learning on growth mindset are implemented School curriculum is culturally responsive include in pride mentoring Staff develop growth mindset skills and practice high expectations for all students 	<ul style="list-style-type: none"> Student agency focussed PL PL around SOLO taxonomy Continue progress of Junior Curriculum Review Teacher feedback and feed forward (PL) Faculties / departments actively trial new pedagogical and learning approaches in line with school vision 	<p>Research, Discussion and Development continue into:</p> <ul style="list-style-type: none"> Growth mindset training Student agency Questioning skills Passion projects/inquiry based learning SLT reading and research into Innovative Learning Environments

Annual Plan 2019

Our Why

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Targets

What we are trying to achieve	How do we know we have achieved it
Development of a new junior curriculum and assessment system.	A plan is in place for implementation in 2019 Teachers are experimenting with new pedagogies from 2018.
Well-being is an increasing focus of our school	Student well-being committee is formed and is active. Growth mind-set activities are incorporated into teaching programmes
Improved NCEA results are sustained or improved	Pass rates for NCEA Level 1 & 2 are greater than 82% Pass rate for NCEA Level 3 is 80% Pass rate for UE is greater than 50%
Specific targets for Achievement of Maori students are set by departments.	Indicator Maori students are selected for each Year level and progress tracked. These students achieve their NCEA goal.
Achievement of more level endorsements	30% of Year 11 achieve with a Merit endorsement, 15% with Excellence 22% of Year 12 achieve with a Merit endorsement, 14% with Excellence 20% of Year 13 achieve with a Merit endorsement, 12% with Excellence

Activity	Steps	Lead Person	Resources	Time Frame	Links to Our Why
Wellbeing committee work	<p>Begin process of sustainable leadership within the committee - creating portfolios and distributing leadership within those.</p> <p>Plan and implement a whole-day staff wellbeing conference.</p> <p>Bring a student representative onto the Wellbeing committee.</p> <p>Evaluate the wellbeing initiatives occurring within Pride mentoring programme.</p>	LC, LB and Jade Eru	Upper Hutt community agencies Funding from Youth Week	<p>Term 1</p> <p>Term 3</p> <p>Term 2</p> <p>Term 4</p>	1, 2, 3
Leadership Programme	<p>Applications came in at the end of 2018: 5 teachers applied and signed up to participate in this programme</p> <p>2019: Implementing a programme for those wishing to develop leadership skills with a view to next promotion steps.</p>	LC	Academic Readings Website Reflection documents Meetings schedule Shadowing of SLT schedule	From term 2	2, 3

Junior Learning Progressions	To replace JCEA in 2019. A shift to Assessment for Learning and skills development in providing feedback and feed forward to students.	PK LC	SOLO / JLP documents Poutama documents	All year	1,2, 3, 4, 5
	Staff professional learning and department upskilling in development of Poutama for each curriculum area.			Term 1	3, 4
	Hold a parent evening to discuss the shifts in approach to learning progressions and reporting of these			Term 1	
	Reporting to parents via JLP		Kamar	Terms 2 - 4	3
	Provide professional learning opportunities for teachers in effective feedback and feed forward		Academic readings and PL sessions	Term 2	
	Survey parents on reporting of JLP at end of Term 4				

Professional Learning Groups - Teacher inquiry processes	<p>Implement a new teacher inquiry model (Spiral of Inquiry) for 2019 to build on previous model</p> <p>Create a PLD website to house Appraisal, PLD information and PLG materials.</p> <p>Implement self-selected PLG groups and work through the Spiral of Inquiry (12 month process).</p>	LC	<p>Spiral of Inquiry model and Playbook</p> <p>PLD at Heretaunga Google site</p> <p>Academic readings</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1 - 4 to Term 1 2020</p>	3 (1 - 5 as impact on students)
Revitalise the Pride council and align with well-being initiatives	Sign up system rather than students being voted onto the Pride Council. Students join one of 6 newly created committees with clearly defined roles. Encourage active participation of Pride Council members in established and new projects.	Jade, Hayden, PK		All year	1
Junior curriculum - planning for 2020	Continue to work with outside providers to support collaborative approach to junior curriculum planning to achieve our Vision.	SLT	Wednesday PLD sessions	All year	3, 4
Pride group mentoring initiatives	Review community action aspect of the Pride Mentoring Programme and ensure sharing of good practice.	PK	Guidance		2, 5
Development of PRIDE Award system	Develop the Pride Award System to enable the teaching of dispositions of learning	PK			1, 5

Senior Academic mentoring programme	Continue with the identification and mentoring of our 'at risk' students, especially our Maori and Pasifica in Senior school. I have applied and once again successfully gained \$8000 funding to run this project. The last 2 years has seen a significant rise in our students achievements.	RY	\$8000 MoE funding	T3,T4	1, 5
Enable our e-Lead committee	Restore this committee from 2017 and help teachers better use technology as a tool to help improve their pedagogy and curriculum delivery.	RY		T2, T3	4
Establish RP committee	Find suitable staff and student members for committee, First committee meeting and develop plan for RP future direction at HC	RY, PK		All Year	