



Motto

'Dream, Believe, Achieve'

Vision:

To Unlock Every Individuals Potential

Values:

Empathy
Resilience
Respect
Excellence
Integrity

Leaver Profile:

Articulate
Numerate Literate
Digital Citizen Curious Challenged
Safe and Happy Confident Humble
Respectful of Diversity Young Leaders Resilient
Team Player Responsible Creative Thinker
Independent Lifelong Learner
Courageous

PURPOSE

Student Centered & Future Focused

1. Embrace core skills

- Have a strong emphasis in Literacy (Reading, Writing, Spelling, Handwriting and Oral Language) and Mathematics within the school programme.
- That core skills are effectively interwoven within the school curriculum.

2. Transparent and Differentiated learning for every child

- Maximise the use of Teacher Aides, Learning Support Co-ordinator and Professional Development programmes to cater for children who are performing Below, At or Above the expected curriculum levels with involvement from all parties.
- For parents and students to receive feedback which clearly indicates how their child is performing, what their next learning steps are and their level of application.
- That Reporting to Parents includes explicit feedback on both children's academic performance as well as the Key Competencies.

3. Communication Between and Within the School Community

- Having transparent and open minded communication between all stakeholders.
- Ensure all stakeholders are approachable, listened to and their contributions are respected.
- That robust reporting on children's progress, achievement and welfare is clear, accurate and shows understanding of each child.

PEOPLE

'Meaningful Partnerships with Students, Staff and Whānau'

1. School Culture and Well Being

- Respect between whole school community: Board – Principal – Staff – Students – Parents
- Create a culture of progress, achievement and success that is celebrated for, and by, every stakeholder.
- Proactive management of the PB4L behaviour model which includes:
BBG programme for behavior and/or attitude, Student Peer Mediators.
System for recognizing academic effort and/or performance in the classroom.
To have a culture within our school of 'Being an Up-stander'.
- Wellbeing of all community

2. Transitioning

Providing consistent standards and structure through the school years.

- Preschool to H.S.P.School
- From Tui – Piwakawaka – Korimako – Years 5 & 6 and Years 7 and 8
- From Year 8 to Secondary School
- All new students to HSPS
- New parents and families to HSPS
- New staff members to our school
- New BOT members to our Board
- New Home & School members to our school

3. Cultural Diversity

- Five Tāiaiko principles within school.
- Cultural Narrative for Hanmer Springs School.
- Further enhance Te reo and Tikunga Māori within school programme.
- Transparent and established recognition and celebration of cultural diversity within school community.

4. Further Enhance Parents' Involvement in Child's Learning

- Greater use of local community resources in curriculum programme.
- Explore different ways to more effectively extend parents' involvement in their child's learning

PLACE

‘Celebrate our Learning, Environment and Community’

1. Local Curriculum

- Develop an authentic school curriculum which utilises our local community and environment.
- Have coherent pathways within each Learning Area which provides rich opportunities for learning.
- Ensure all Learning Areas maintain their integrity and depth.

2. Property

- Develop a future focused Property Plan which enhances flexible learning spaces.
- Upgrade Piwakawaka classroom.
- Enhance the learning environment in Korimako with flexible learning spaces.
- Create break out spaces in Tui classroom for teaching and learning support.
- Maximise use of school grounds and playground.
- Create additional storage for staff resources.