



# HIGHFIELD SCHOOL

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This Charter and Strategic Plan Contains:

## **Introduction Section**

- About Us
- Charter Summary Page – Vision, Goals and Highfield Competencies
- Maori Responsive Plan

## **Strategic Decision**

- Strategic Plan 2021 – 2023



## ABOUT US

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Highfield School was established in 1962. The roll for 2021 is estimated to start at 262 and end around 290.

Highfield students are in two learning teams. These learning teams cater for New Entrants to Year 4 (Team Rimu ), Years 5 to Year 8 (Team Kauri).

The school has a strong inclusive culture with up to 13 ORS students enrolled at the school. Some students spend some of their day in Te Whare Maru, which was established on the Highfield site after the closure of Maru School for students with special needs in 1997. All ORS students spend time in mainstream classes with some students fully mainstreamed.

There is a strong sense of whānua with strong links established with our community. We make good use of local resources and personnel to support our students' learning.

At Highfield there is an emphasis on a positive school culture that provides students and staff with the skills to establish and maintain effective relationships. There is a focus on the use of restorative practices. We have been part of a six-school cluster involved in the Ministry of Education Positive Behaviour for Learning Initiative (PB4L).

Our school based curriculum gives appropriate emphasis to literacy and mathematics and promotes students as creative thinkers and problem solvers. Our focus is on students developing an understanding of their social, physical and emotional world. The involvement of local community groups and individuals helps to make our school's curriculum more innovative, authentic and meaningful for students.

As children transition from Early Childhood Education to Highfield School, we provide a nurturing, inclusive environment where children feel a sense of belonging, feel confident and see themselves as learners. We run a programme using authentic contexts with an emphasis towards gaining the foundation skills, the NZC Key Competencies and the Highfield School Values to become ready to successfully access Level 1 of the New Zealand Curriculum. By working alongside the child we understand their essence and develop an understanding of how they learn in order to challenge and extend their learning.

Highfield has an up-to-date ICT infrastructure that was upgraded through the Ministry of Education SNUPP initiative. This provides a stable and secure network. We are well resourced to support integrated use of ICT learning. We were one of the first 350 schools to be connected to the Ministry of Education ultra fast broadband scheme. We currently have school wide chromebooks that help students learn.

There are also many cultural and sporting opportunities available to students. The school has a Kapa Haka group, Pacifica group and provides school teams in hockey, basketball, touch rugby as well as links to clubs for netball, football, rugby and t ball. The school provides physical activities leaders (PALs) who organize school physical activities especially at break times.

At Highfield School we value the importance of healthy competition and our House System allows students to feel a sense of ownership and camaraderie gaining points for their house in academic, cultural and sporting activities. We consider our students well being and Haura as being an important part of every student's journey here at Highfield and currently run a Breakfast Club and a well being programme. Highfield has an EOTC programme that allows students the opportunity to experience camps and day visits to our local surroundings. We also access the William Pike Challenge for our senior students. There is active involvement in the South Canterbury Health Board WAVE initiative with students leading projects that increase the Health and Well Being of the environment of the students.

The school library is extremely well stocked and has been upgraded. There is a part time librarian, allowing for strong support for teaching and learning.

The school is set in attractive grounds with large grassed areas, and several hard court and fixed play areas. Year 7 and 8 students attend technology classes at the Timaru Technology Centre once per week.

An upgraded school hall allows for whole school activities and is well used by the community. The school has recently refurbished classrooms blocks 1 and 2 to create a through flow and modern learning environment. All cloakrooms have been upgraded and currently the school is initiating a new 5YA to help improve the schools learning environment.

The majority of children attending Highfield School are European New Zealanders (64%). The remaining children are of Maori (18%), Asian (2%), Pacifica (5%) MELAA (2.5%) and Other (2.5%) descent



Our vision for students is to work together and embrace and nurture our differences. Therefore, have a good understanding that “**together we soar to new heights**”. We achieve this vision by providing learning, cultural and social experiences that:

- Use their maths and literacy knowledge to **communicate** their ideas and understand the **thinking** of others
  - **Care** for and **respect** themselves, others and their environment
  - Value the **uniqueness** of our bi cultural heritage
  - Have learnt to **learn**
  - Be **proud** of who they are and what they stand for
  - Will be a **goal setter** and **risk taker**
  - Make **informed** choices about their learning and **well being**
  - Be **curious, independent** thinkers
  - Contribute **positively** to the world they live
  - Are **collaborative** and **Inclusive**
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# HIGHFIELD SCHOOL

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Together we soar to new heights

## Our School Values

- **Motivation**
- **Respect**
- **Thinking**
- **Resilient**
- **Honest**

### Highfield learners are:

- Are **motivated** ... We are positive about learning. We have enthusiasm for learning. We strive to do our best. We set high standards and take pride in our efforts.
- Are **respectful** ... We respect and value others. We are interested in and sensitive toward others. We are responsible for ourselves and to others and our environment.
- Are **thinkers** ... We use our imagination, think laterally and take interesting approaches in a range of context. We are able to reflect on our learning. We have the skills to question, gather, sort and use information.
- Are **resilient** ... We make choices and accept responsibility for our choices. We keep trying.
- Are **honest** ... We know our strengths. We take ownership of our actions.



WE BELIEVE THAT OUR STRATEGIC GOALS OF:

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**Goal 1: Teaching and Learning –**  
Is at the centre of what we do to ensure we actively create lifelong learners.

**Goal 2: Wellbeing –** supports the ability of our students to learn in an inclusive and positive kura.

**Goal 3: Creativity –** supports students to find innovative solutions and opportunities to think critically and allowing students to make mistakes.

**WHICH EMBED NGA PEKA O TAUWHAREKAKAHO KAHUI AKO ACHIEVEMENT CHALLENGES OF:**

Priority Learners	Transitions
Wellbeing – student and teacher	

**WE WILL IMPROVE LEARNING OUTCOMES FOR ALL LEARNERS, INCLUDING 2021 TARGETED STUDENTS**

- To accelerate the progress of those students in Year 4 and Year 8 2021 who are not achieving at their expected curriculum level in writing
- To accelerate the progress of those students in Year 3 and Year 8 2021 who are not achieving at their expected curriculum level in reading
- To accelerate the progress of those students in Year 3 and Year 8 2021 who are not achieving at their expected curriculum level in maths

## Maori Responsive Plan

Highfield School has developed procedures and practices that reflect New Zealand's biculturalism and the unique position of Maori culture and our community's culture diversity. We acknowledge the partnership that lies at the core of Te Tiriti O Waitangi in our practice and pedagogy.

In recognising the unique position of the Moari culture, Highfield School will take all reasonable steps to ensure that instruction in tikanga Maori (Maori Culture) and te reo Moari (the Maori language) are provided for full time students whose parents ask for it.

We will meet these requirements by:

- Consulting with our maori community annually to report on progress against goals and establish priorities for the following year
- Implementing the Principles of the Treaty of Waitangi
- Implementing the existing School Maori Programme of Work
- Making full use of Maori resources in the community and capitalizing on the experiences and perspectives of the tangata whenua as an integral part of the school programme
- Support New Zealanders so they value cultural heritage
- Reporting to the board and community on Maori achievement
- Staff will receive regular PD in the use of Maori Language and culture in the classroom
- Implementing the Maori Responsiveness Plan as outlined below

Current programming:

Classes have weekly Te Reo Maori and tikanga Maori lessons with a specialist teacher. Teachers also integrate Te Reo through daily programmes. The school has a kapa haka group supported by a Teacher and Teacher Aide who is fluent in te reo and tikanga. The group performs regularly within the school and for community groups.

If a Whanau requests a higher level of tikanga and/or te reo than is present evident in our school's programme the staff and family will discuss and explore the following options:

- Further explain the existing programme
- Further extend the existing programmes if and as appropriate
- Provide in school support and resources to further enhance inclusion of te reo and tikanga within the child's classroom

# **Strategic Goals 2021 - 2023**

## Goal 1: Teaching and Learning

Is at the centre of what we do. If we wish to improve outcomes for all students, we must focus on relationships between the teacher, student and content. The task the students complete show us how strong the connection is: Task Predicts Performance

Target areas	2021	2022	2023
All students and their learning are the core of the school	<ul style="list-style-type: none"> <li>● Getting to know our tamariki and all whanau</li> <li>● Treating all the same while embracing their uniqueness</li> <li>● Whanau involved in the school with clubs, groups and driving learning opportunities</li> <li>● Whanau actively involved in all aspects of tamariki, including learning</li> </ul>		<ul style="list-style-type: none"> <li>● All students make equitable progress and feel proud of their achievements</li> <li>● Whakamana - empowering all learners to reach their highest potential by providing high quality teaching and leadership</li> </ul>
Improved understanding and consistent use of school wide assessment .	<ul style="list-style-type: none"> <li>● Assessment Review</li> <li>● To achieve our 3 assessment goals -effective moderation -teachers assessment analysis capable -teachers know how to administer assessment</li> <li>● Teachers using the assessment in their teaching and learning programmes</li> <li>● Using the data to differentiate</li> </ul>	<ul style="list-style-type: none"> <li>● PLD complete and Assessment LTP is implemented</li> <li>● Confident moderation implementation. Teachers feeling confident and student agency and language. Teachers and students confidently using assessment</li> </ul>	<ul style="list-style-type: none"> <li>● All teachers are using assessment confidently. School wide assessment policies are embedded.</li> <li>● Teachers are moderating the same</li> <li>● Assessment for learning - Solo taxonomy</li> <li>● Confident assessment tools, administration, moderated, analysis, student agency, review, conversation = consistency</li> </ul>
Sharing best practice and purposeful Highfield pedagogies Growing our teachers	<ul style="list-style-type: none"> <li>● Initiate a culture where teachers feel valued and feel safe to share ideas. To have mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>● Bring in consistent Teaching and Learning whole school programmes</li> <li>● Developing ways of</li> </ul>	<ul style="list-style-type: none"> <li>● Positive culture - Teachers are consistent</li> <li>● Teaching is consistent across the teams/school.</li> </ul>

	<ul style="list-style-type: none"> <li>● Implementing programmes to deliver best practice and student learning</li> <li>● School wide Inquiry planning rubric</li> <li>● Inquiry Week</li> <li>● Kath Murdoch PD opportunities specific to individual teachers</li> <li>● All teachers given opportunities to observe and given feedback to support growth of our teachers</li> </ul>	<p>teaching. Information for all Highfield School - new staff support</p>	<p>Learning follows for all students</p>
<p>All students to be motivated and engaged in the core subjects of Numeracy and Literacy at Highfield School</p>	<ul style="list-style-type: none"> <li>● Initiate a culture where teachers feel valued and feel safe to share ideas. To have mutual respect</li> <li>● Teachers need to understand children's motivation and use researched strategies to ensure "best practice"</li> <li>● Students knowing next steps of their learning - success criteria</li> <li>● Children having ownership over learning contexts</li> <li>● Knowing our learners and what will engage and motivate them - student lead</li> </ul>	<ul style="list-style-type: none"> <li>● Bring in consistent Teaching and Learning whole school programmes</li> <li>● Using formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Positive culture - Teachers are consistent</li> <li>● Student agency. Students directing their learning through interests, goal setting</li> </ul>
<p>Future focused continued development of inquiry based curriculum</p>	<ul style="list-style-type: none"> <li>● Foster imagination and innovation</li> <li>● Develop critical thinking skills and inquire into local and global issues</li> <li>● Chances to learn from mistakes - Environment encouraged risk taking</li> </ul>	<ul style="list-style-type: none"> <li>● Engage our community - what is out there.</li> </ul>	<ul style="list-style-type: none"> <li>● School is integrated into the community</li> <li>● 10x per year students to have pot of class experiences and activities (not sport) e.g. workplace etc</li> <li>● Bringing the community to</li> </ul>

	<ul style="list-style-type: none"> <li>Engaging parents - what can they support our school with - talents, skills etc</li> <li>Clear understanding of the phases of inquiry. Student voice is a must</li> </ul>		<p>Highfield and taking Highfield out into the community social action</p> <ul style="list-style-type: none"> <li>All learning will be through inquiry. Own independent inquiries with teachers facilitating not lecturing</li> </ul>
To co construct an authentic and meaningful whole school local curriculum	<ul style="list-style-type: none"> <li>Continue co-constructing a local curriculum through internal and external PLD</li> </ul>	<ul style="list-style-type: none"> <li>To continue reviewing and building a local curriculum and begin to embed new content into practice</li> </ul>	<ul style="list-style-type: none"> <li>Our new curriculum is implemented</li> </ul>

## Goal 2: Wellbeing

Wellbeing supports the ability of our students to learn. It is deeply connected to the outcomes for our students.

Target areas	2021	2022	2023
Successful implementation of PB4L	<ul style="list-style-type: none"> <li>Students are aware of what PB4L is and staff share a common understanding of the language of PB4L and the importance of restorative practices</li> <li>All students have own PB4L book to work in more frequently</li> <li>Teachers understand the philosophies behind PB4L and complete the Tier 1 workbook collaboratively. Having a shared understanding of the PB4L way.</li> <li>Free and Frequent gotcha's to create a positive classroom culture.</li> <li>Start of the year PB4L focus</li> </ul>	<ul style="list-style-type: none"> <li>Parents are fully aware of what PB4L is and implement PB4L at home</li> <li>PB4L ongoing. Behaviour systems providing teachers with support to deal with minors themselves</li> <li>Data analysis - action plan</li> <li>Student involvement.</li> <li>Students are able to be role models for our younger students</li> </ul>	<p>PB4L is visible to whanau. Information and examples are shared with whanau</p>

	<ul style="list-style-type: none"> <li>- relationships, class culture, Leadership within class</li> <li>Teachers knowing students, whanau, community</li> <li>● A clear understanding of what PB4L is</li> <li>● More staff meetings about what we are doing in class for PB4L</li> </ul>		
Inputting behaviour regularly on school SMS systems and analysing data to make improvements.	<ul style="list-style-type: none"> <li>● Clarification of minors and majors and visibility of these in an accessible place for staff, students and whanau</li> <li>● Make a PB4L booklet showing what it looks like for teachers, pupils, whanau</li> </ul>	<ul style="list-style-type: none"> <li>● Easy to input data and data analysed consistently.</li> </ul>	No stand downs or exclusions
Focus on building a wellbeing community with staff, students and whanau and partner together to support the school vision	<ul style="list-style-type: none"> <li>● Sharing and exploring the vision around the school</li> <li>● Involvement of all whanau in the school</li> <li>● Signage, murals around school to create a sense of belonging and ownership</li> </ul>	<ul style="list-style-type: none"> <li>● A consistent approach to sharing students work</li> </ul>	<ul style="list-style-type: none"> <li>● Regular parent whanau days - use of live reporting.</li> <li>● Kotahitanga</li> <li>● whanuangatanga</li> </ul>
Provide a positive school environment through rewards and leadership	<ul style="list-style-type: none"> <li>● Create a korowai for leaders to pass on the legacy.</li> <li>● Ensure rewards are given out - gotchas free and frequent.</li> <li>● Explore other leadership examples</li> <li>● Promote opportunities for leadership - school council, PALS, WAVE, house leaders, sport, cultural, peer mediators, garden sustainability</li> </ul>	<ul style="list-style-type: none"> <li>● Intrinsic rewards and motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Tuakana/teina</li> <li>● Senior and Junior leadership and role modelling</li> </ul>

Provision of opportunities in health and sport, biculturalism	<ul style="list-style-type: none"> <li>● Specialist Te Reo teacher</li> <li>● Specific room designated to Te Reo teaching</li> <li>● Sporting opportunities for all students to try/compete in different events - house sporting competitions, cross school event</li> <li>● Exposure to other cultures available for students learning</li> </ul>	<ul style="list-style-type: none"> <li>● Creation of our story/history and displayed around our school</li> <li>● All students and their cultures acknowledged - visual display in classrooms/school</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers and students to be confident in using Te Reo</li> <li>● Have a Highfield Health Curriculum that incorporates PB4L and links in social, mental health. Has continuity and is school wide using zones of regulation.</li> </ul>
Restorative Practices	<ul style="list-style-type: none"> <li>● Teachers understand the research behind RP and look at how it can be implemented within the classroom and school community.</li> <li>● Teachers have access to RP booklets</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge of RP and what it looks like and sounds like at Highfield School</li> </ul>	

### Goal 3: Creativity

Creativity supports students to find innovative solutions to global and local issues by thinking critically and encouraging children to take a chance. Fostering creativity allows students to make mistakes and be different. When students create what they imagine, they are in the driver's seat.

Target areas	2021	2022	2023
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<p>Provision of enrichment opportunities in Arts</p>	<ul style="list-style-type: none"> <li>● Review student and Parent voice</li> <li>● Art exhibition</li> <li>● Participation in Artarama</li> <li>● Knowledge and understanding of painting/different media</li> <li>● Pathways of learning</li> <li>● Experiences of medium - children developing toolbox of skills</li> <li>● School waiata - House singing</li> <li>● Local Arts and Artists visiting</li> <li>● Engage students in a local project that is meaningful and has purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Performing Arts</li> <li>● School Performance</li> <li>● Upskilling teachers using staff strengths</li> <li>● Engage our community</li> </ul>	<ul style="list-style-type: none"> <li>● Highfield has a clear and specific Arts programme</li> </ul>
<p>Provision of enrichment opportunities in Technology</p>	<ul style="list-style-type: none"> <li>● Review student and Parent voice</li> <li>● Engage students in a local project that is meaningful and has purpose</li> <li>● Engaging with Kahui Ako to build a pathway of learning</li> <li>● Staff PLD in digital technology</li> <li>● Design technology process for culmination in school fair</li> </ul>	<ul style="list-style-type: none"> <li>● Upskilling teachers using staff strengths</li> <li>● Engage our community</li> <li>● Implementing digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>● Highfield has a clear and specific technology programme</li> </ul>
<p>Future focused continued development of inquiry based curriculum</p>	<ul style="list-style-type: none"> <li>● Foster imagination and innovation</li> <li>● Develop critical thinking skills and inquire into local and global issues</li> <li>● Chances to learn from mistakes - Environment encouraged risk taking</li> <li>● Engaging parents - what can they support our school with - talents, skills etc</li> <li>● Clear understanding of the phases of inquiry. Student voice is a must</li> </ul>	<ul style="list-style-type: none"> <li>● Engage our community - what is out there.</li> <li>● Job shadow or work day to expose and motivate learners to what else is there</li> </ul>	<ul style="list-style-type: none"> <li>● School is integrated into the community</li> <li>● 10x per year students to have pot of class experiences and activities (not sport) e.g. workplace etc</li> <li>● Bringing the community to Highfield and taking Highfield out into the community social action</li> <li>● Most learning will be through inquiry. Own independent inquiries with teachers facilitating not lecturing</li> </ul>

