

Upper Harbour Primary School Charter/Strategic Plan 2022-2025 and Annual Plan 2024

Strategic Goals

Our Vision is to be a *connected, creative community* that inspires *courageous* learners.



Ākonga/learners will have a coherent pathway of learning through a rich, localised Upper Harbour curriculum.

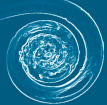
Strengthen quality teaching and leading

To design, implement and embed an Upper Harbour Wellbeing model.



Our Vision is
to be a connected, creative
community that inspires
courageous learners.

UPPER HARBOUR
PRIMARY SCHOOL



Upper Harbour Primary School is situated on the Greenhithe/Albany border on the North Shore of Auckland. Our school is organised into 3 communities, most of them mixed age groups. These communities nurture a 'family feel' where students and staff are known and work closely together to meet learners' needs. Our current roll of 442 (as of November 2023) pupils comprises 67% Asian, 21% NZ European, 2% Māori, 6% MELAA, 2% Pacific Peoples, 2% Other ethnicities. Of particular note is our large community of Chinese students, currently at 51%. The school is governed by a strong and committed School Board and is well supported by the Friends of the School (F.O.S.) and the local community.

Guided by the principles of Protection, Participation and Partnership, Upper Harbour strives to approach everything we do through a lens of inclusion. Engaging with the gifts our learners and their whanau/family bring to school is essential to achieving our vision.

- It is our duty to protect Aotearoa's first culture and first language. We also want to support all whanau/families in maintaining their unique way of doing things.
- Our learners bring diverse cultural and learning backgrounds with varied languages and experiences. Building upon these will support our learners to participate in their learning and will support their whanau/family to participate in the life of the school.
- Knowing about and understanding these gifts can only be brought about through partnership with whanau/family.



Our School

The Statement of National Education and Learning Priorities (NELP) are issued under the Education and Training Act 2020 and align with the objectives for education.

The objectives for education set the context for the NELP and the TES, and outline the things the Government will focus on to improve outcomes and wellbeing across the education system.

Objective 1: Learners at the centre – Learners with their whānau are at the centre of education

Objective 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner

Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau

Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives

Objective 5: World-class inclusive public education – New Zealand education is trusted and sustainable

The UHPS Charter/Strategic Plan and Annual goals make reference to the NELP where applicable. - eg (NELP 1 - Learners at the centre)



National Education Learning Priorities



National Education Learning Priorities

Upper Harbour Primary School is part of the Albany Whānau ki te ako Kahui Ako. We work together with local schools to develop learning pathways that support ākonga/learners to achieve their full potential.

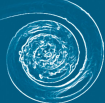
Our vision is to be,
“Better Together:
A connected pathway
for empowered learners.”

Where UHPS 2024 Annual Goals align with the Kahui Ako Action Plan, this is indicated in brackets e.g. (KA - Collaboration).



Albany Whānau ki te Ako 2021
[Strategic Plan](#)

UPPER HARBOUR
PRIMARY SCHOOL



Kahui Ako

Whānaungatanga

*He aha te mea nui o te ao? He tangata!
He tangata!
He tangata!
What is the most important thing in the world? It is people! It is people! It is people!*



Aroha, Service, Care

Including others, building our self-esteem, being a family

Lending a hand, going the extra mile and putting others' needs before our own.

Whai Whakaaro

*Whaowhia te kete mātauranga
Fill the basket of knowledge*



Wisdom, Forethought, Consideration

Thinking through the implications of their actions and words. Carefully considering options and ideas.

Being socially and ethically responsible

Manaakitanga

*He aroha whakatō, he aroha puta mai
If kindness is sown, then kindness you shall receive.*



Respect, Integrity, Trust, Sincerity, Equity, Generosity

Being generous hosts. Genuinely caring about others. Being honest and respectful

Hiranga

*Mehemea ka tuohu ahau me maunga teitei
If I should bow my head let it be to a high mountain.*



Trying our best, Endeavour

Setting high expectations for ourselves.

Always believing we can make it better or do it better.

These “What it Takes” capabilities will equip our ākonga/learners to actively participate in a fast-changing world. Together with our Vision and Values, they form “The Upper Harbour Me.”



What it Takes

Rangi Ruru



Rangi Ruru

Rangi Ruru is the character who represents our learners. Rangi uses our school values and has definitely got 'what it takes' to be a great learner and citizen.

The Ruru (Morepork Owl) in Māori Tradition

The ruru is a powerful figure in Māori tradition. The ancestral spirit of a family group can take the form of a ruru. This spirit is known as Hine-ruru, the 'owl woman'. It is believed that these owl spirits can act as kaitiaki or guardians and have the power to protect, warn and advise. While its high piercing 'quee' call spells bad news, its normal 'more-pork' call means that good news is on its way.

The Ruru is Smart

In many cultures the owl is a symbol of wisdom and knowledge. Their vigilance in hunting is also associated with that of a studious scholar or a wise elder.

Local like you

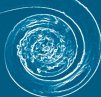
The ruru is Aotearoa New Zealand's only surviving native owl. They are found throughout our local bush areas and their 'more-pork' call can be heard deep into the night.



Strategic Goal 1

Local Curriculum

Ākonga/learners will have a coherent pathway of learning through a rich, localised Upper Harbour curriculum.



Strategic Goal 1 Ākonga/learners will have a coherent pathway of learning through a rich, localised Upper Harbour curriculum.

2024 Annual Goals	Actions What action will we take?	Measures What will success look like?	Resourcing
<p>2024 Annual Goal 1.1</p> <p>Embed and extend our local curriculum to reflect learning and experiences that will not be left to chance at each year level.</p> <p><i>NELP 4 (P7) - Future of learning and work</i></p>	<p>Identify the key experiences suited to year groups and map these onto our Conceptual Overview</p> <p>Establish/design a progression of learning</p> <p>Integrate core curriculum areas with conceptual overview</p> <p>Begin our school relationship with Te Kawerau ā Maki</p>	<p>There will be a map of experiences that clearly shows what our ākonga/learners will learn and experience about our local curriculum.</p>	<p>QuESTS management unit</p> <p>Staff learning for confirming conceptual overview</p> <p>Termly staff learning for QuESTS planning</p> <p>BOT funding for lwi relationship</p>
<p>2024 Annual Goal 1.2</p> <p>Embed the QuESTS learning model with teachers and ākonga/learners.</p> <p><i>NELP 2 (P4) - Barrier Free Access</i></p> <p><i>NELP 4 (P7) - Future of learning and work</i></p>	<p>Professional learning to support teachers to explicitly teach skills of student inquiry through QuESTS.</p> <p>Resource QuESTS management unit</p> <p>Termly staff learning for QuESTS planning</p> <p>Parent education sessions around QuESTS</p> <p>Ākonga/learners share their actions taken, at Sharing Our Learning events.</p>	<p>Children will 'take action' in a variety of ways.</p> <p>Sharing our learning events will show evidence of action from the term's QuEST</p> <p>Ākonga/learners will be able to explain at what point they are in a QuEST.</p>	<p>Staff Learning time</p> <p>QuESTS management unit</p> <p>Hospitality for parent sessions</p>

2024 Annual Goal 1.1

Embed and extend our local curriculum to reflect learning and experiences that will not be left to chance at each year level.

NELP 4 (P7) - Future of learning and work

2024 Annual Goal 1.2

Embed the QuESTS learning model with teachers and ākonga/learners.

NELP 2 (P4) - Barrier Free Access

NELP 4 (P7) - Future of learning and work

Annual Goal 1.3

Prepare for Tohu Matihiko/Digital Badging through a shared understanding of the purpose and process

NELP 2 (P4) - Barrier Free Access

Annual Goal 1.4

Implement our shared approach to Learning through Play

NELP 2 (P4) - Barrier Free Access

NELP 4 (P7) - Future of learning and work

2024 Annual Goals

Annual Goal 2.1

Prepare for the New Zealand Curriculum refresh material as it is released

NELP 1 (P2) - Learner at the centre

NELP 4 (P7) - Future of Learning and Work

2024 Annual Goals

Annual Goal 2.2

Embed culturally sustaining and relational practice/pedagogy

Annual Goal 2.3

Annual progress and achievement target goals for Māori, Pasifika and other identified ākonga/learners will be met.

NELP 2 (P3 & 4) - Barrier Free Access

Annual Goal 2.4

Build teacher effectiveness in English and Maths curriculum areas

NELP 3 (P6) - Quality teaching & leadership

Strategic Goal 1 ākonga/learners/Learners will have a coherent pathway of learning through a rich, localised Upper Harbour curriculum.

2024 Annual Goals	Actions What action will we take?	Measures What will success look like?	Resourcing
<p>Annual Goal 1.3</p> <p>Prepare for Tohu Matihiko/Digital Badging through a shared understanding of the purpose and process</p> <p><i>NELP 2 (P4) - Barrier Free Access</i></p>	<p>Support teachers to plan deliberate acts of teaching that enable our ākonga/learners to have 'what it takes'</p> <p>Year 3-6 ākonga/learners document their progress towards achieving a badge.</p> <p>Use digital badging to recognise ākonga/learners progress towards our graduate profile</p> <p>Launch digital badging with the community</p>	<p>All Year 3-6 ākonga/learners will be awarded one badge during Term 2/3</p> <p>Badging is integrated into the reporting overview.</p> <p>Parents and whānau understand digital badges and how they show progress towards our graduate profile</p>	<p>Staff Learning time</p> <p>Launch event with community</p>
<p>Annual Goal 1.4</p> <p>Implement our shared approach to Learning through Play</p> <p><i>NELP 2 (P4) - Barrier Free Access</i></p> <p><i>NELP 4 (P7) - Future of learning and work</i></p>	<p>Teachers will plan using the agreed approach for Learning through Play</p> <p>Termly review of the implementation of our shared approach to Learning through Play</p>	<p>Reporting posts will reflect Learning through Play provocations/invitations</p> <p>Children moving from ECE to school will transition smoothly</p>	<p>Staff Learning and Team meeting time</p>

Strategic Goal 1 ākonga/learners/Learners will have a coherent pathway of learning through a rich, localised Upper Harbour Tracking, monitoring and reporting

Term 1

1.1 / 1.2

Differentiation of focus at each year level is taking place this term.

On-going focus for year levels have been developing - eg - Jr team responsibility for gardens

Recognising Term 1 & 3 focus areas are connected and can allow for learning to 'flow' better. Teams are keen to move Term 3 to Term 1.

Continued focus on 'taking action' to make an impact.

[2023/2024 Conceptual Overview](#)

Discussion about ongoing curriculum exposure.

Next step - Teachers and students plan to share 'action' as part of SoL at end of Term 2.

Next step - TLs to confirm buddy classes and share this with teachers.

Next step - Aim to complete overview by end of term 2 - Kirsten Douglass to work alongside Jo Robson, James W and team of teachers to do this.

1.4

Agreed provocations and taking place at the same time. Mornings has not worked and the team are using the last block and making links to QuESTS at this time. Year 0/1 provocations are different for Year 2. 30mins + reset time

Quality children's book connected where possible to QuEST as part of BSLA

Balancing the other interests of children - eg - group of boys using cars.

Next step - ensuring we are getting QuESTS experiences and learning happening in this time.

Next step - hone transition time to make the most of this time.

Strategic Goal 1 ākonga/learners/Learners will have a coherent pathway of learning through a rich, localised Upper Harbour Tracking, monitoring and reporting

Term 2

1.1

[New Conceptual Overview](#)

Continued need to seek alignment with English and Maths. Look at where this fits within concept planning.
Need input into this from Te Kawerou a Maki

1.2

Consistent language used across our school - teams and teachers completing QuESTS with increasing focus on Action and Sharing.
Assembly format following QuESTS is positive.
Some school-wide action/outcomes
Continue to celebrate the action/sharing to maintain momentum.

1.3

Did not feel we were ready to launch badging. Want higher levels of agency and DAT around WITs. Staff meeting around agency in T2 and then early T3 to plan for this.
Want to review reporting overview on-going.

1.4

Discussion around what we are seeing vs our shared approach. Not confident that this is working whilst also implementing 1 hr RRM, BSLA, QuESTS etc. Will need to look at action plan for this in Term 3 for 2025.

Strategic Goal 1 ākonga/learners/Learners will have a coherent pathway of learning through a rich, localised Upper Harbour
Tracking, monitoring and reporting

Term 3

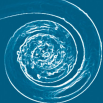
Strategic Goal 1 ākonga/learners/Learners will have a coherent pathway of learning through a rich, localised Upper Harbour
Tracking, monitoring and reporting

Term 4

Strategic Goal 2

Strengthen quality teaching and leading

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PRIMARY SCHOOL

Strategic Goal 2 Strengthen quality teaching and leading

2024 Annual Goals	Actions What action will we take?	Measures What will success look like?	Resourcing
<p>Annual Goal 2.1</p> <p>Prepare for the New Zealand Curriculum refresh material as it is released</p> <p><i>NELP 1 (P2) - Learner at the centre</i></p> <p><i>NELP 4 (P7) - Future of Learning and Work</i></p>	<p>Two Teacher only days focussing on Curriculum Refresh material/content</p> <p>SLT will attend MOE briefing workshops</p> <p>Engage in Teacher PD based on the Common Practice Model once it is released</p> <p>Structured Literacy</p> <ul style="list-style-type: none"> • Embedding BSLA pedagogy and practice in Year 0-2 • Year 3/4 teachers complete the 'free online course - a better start to reading' • Implement Catch up Your Code in Years 3-6 	<p>Teachers will understand the whakapapa of Te Mātaiaho and make connections to their own practice and our local curriculum.</p> <p>Teachers will have engaged with professional learning to strengthen an aspect of the Common Practice Model.</p> <p>All Year 2 students working at Kōkano or Tupu to be working at Turquoise by end of Year 2.</p>	<p>2x TOD</p> <p>Staff learning to introduce the CPM. Making connections to CPM when sharing the journey</p> <p>Staff learning time for Year 3-6 teachers to utilise decodable texts.</p>

Strategic Goal 2 Strengthen quality teaching and leading

2024 Annual Goals	Actions What action will we take?	Measures What will success look like?	Resourcing
<p>Annual Goal 2.2</p> <p>Embed culturally sustaining and relational practice/pedagogy</p> <p><i>NELP 1 (P2) - Learner at the centre</i></p> <p><i>NELP 2 (P4) - Barrier Free Access</i></p> <p><i>NELP 3 (P5) - Quality teaching & leadership</i></p>	<p>Use the whanau ki te ako framework to identify next steps for our school, middle leaders, teachers, whole staff</p> <p>Take steps to further integrate Te reo me ōna tikanga (Te Reo, Te Ao & Mātauranga Māori) into teaching and learning</p> <p>Begin our school relationship with Te Kōwhiri ā Maki</p> <p>Sue engage in sabbatical research re. supporting Pasifika learners and a study visit to Niue</p>	<p>Self assessment conducted using the Whānau ki te Ako framework will reflect learning and growth.</p> <p>Teachers and learners demonstrate understanding our whakatauki, waiata, pōwhiri and pepeha.</p> <p>A clear progression of learning for Te reo me ōna Tikanga Māori at UHPS</p>	<p>Whānau ki te Ako framework</p> <p>Kahui Ako Responsibility Allowance</p> <p>Niho Taniwhā Hikairo Schema</p> <p>MU</p> <p>Principals professional support and wellbeing grant</p>

Strategic Goal 2 Strengthen quality teaching and leading

2024 Annual Goals	Actions What action will we take?	Measures What will success look like?	Resourcing
<p>Annual Goal 2.3</p> <p>Annual progress and achievement target goals for Māori, Pasifika and other identified ākonga/learners will be met.</p> <p><i>NELP 2 (P3 & 4) - Barrier Free Access</i></p>	<p>Deliberate formative and summative assessment of target learners in assessment overview.</p> <p>Team Leaders to facilitate learning talks using the QuESTS framework in team meetings focussed on 'Shared Groups' of identified learners</p> <p>Teacher observations to focus on teaching practices for identified learners</p> <p>Teachers invited to share learning and progress as part of leadership meetings.</p> <p>Hui and Fono to take place to continue to build relationships with our school whānau</p>	<p>All Year 2 students working at Kākano or Tupu to be working at Turquoise by end of Year 2.</p> <p>90%+ of students will be working within or beyond in Writing</p> <p>Teachers can reflect and share the progress of identified ākonga/learners</p> <p>We will have hosted at least one hui and one fono for our Maori and Pasifika whānau</p>	<p>Team meeting time</p> <p>Leadership meeting time in Term 2 and 3</p> <p>Hospitality for parent sessions</p>
<p>Annual Goal 2.4</p> <p>Build teacher effectiveness in English and Maths curriculum areas</p> <p><i>NELP 3 (P6) - Quality teaching & leadership</i></p>	<p>Year 0-2: Embedding the Better Start Literacy Approach</p> <p>Year 3-6: Implement 'Catch up your Code' spelling programme</p> <p>Year 0-6: working in teams to strengthen teaching practise in Writing/Reading/Maths</p> <p>Teachers invited to share learning and progress as part of leadership meetings.</p>	<p>All Year 2 students working at Kakano or Tupu to be working at Turquoise by end of Year 2.</p> <p>90%+ of students will be working within or beyond in Writing</p> <p>Teachers will be implement the 'Catch up your Code' spelling programme</p> <p>Evidence of teachers reflective and adaptive practice when sharing learning and progress as part of leadership meetings.</p>	<p>BSLA release</p> <p>Staff learning time</p> <p>MU holders</p> <p>Spelling Programme</p> <p>StudyLadder</p>

Strategic Goal 2 Strengthen quality teaching and leading

Tracking, Monitoring and Reporting

Term 1

2.1

Prepare for 1st TOD in Week 6 - from Week 2 onwards.

Confirm coherent learning pathway for SL at our school. Pedagogical approach, assessment tools for 3/4. Spelling programme next steps for 3-6 following catch up your code.

Confirm meeting with Rashida for next steps as leadership team using whanau ki te ako culturally responsive framework goal 2.

2.2

James Clark to share resources for teachers and students throughout Term 2. - *Teachers and learners demonstrate understanding our whakataukī, waiata, pōwhiri and pepeha.*

Collate ideas from Term 1 staff learning and share back to teachers - next steps/so what now what are TBC.

2.3

Check priority learners are being assessed as per the assessment overview

Meet with Team Leaders - check in re: learning focussed conversations. How is this working? What evidence do we have of this?

Set up Sharing the Journey - possible for TLs to introduce this and drive this process in their teams.

Māori hui to take place following Matariki breakfast - invite all parents BUT specifically invite whānau of Māori. Have learners share classroom learning.

Connect this to our draft progression of te reo and matauranga/tikanga maori at uhps. Invite questions and feedback. Large butchers paper around the hall etc.

2.4 Sharing the Journey to begin in Term 2

Strategic Goal 2 Strengthen quality teaching and leading

Tracking, Monitoring and Reporting

Term 2

2.1

Discussion re: BSLA for Year 3. On-going challenges with review of the refreshed curriculum areas (English and Maths).
Tier 2 interventions in place for Y1/2 learners

2.2

Wanting to review how we use the Hikairo Schema - did not want to do this badly and so pulled back. Decided against individual leadership inquiries.
Noticing that the shared book became quite dry but we often heard 'we do this already' or 'we do this well.' Discussion around a profile for effective teachers as discussed in Teaching to the North East & AFL profile and including culturally responsive practice.. Consider this as a piece of work for SLT.

2.3

Literacy Goals - BSLA Tier 2 Noticing of mismatch between data and teacher' OTJ. Tier 2 happening for Y1, but not for Y2 at this stage. Review T2 for Year 2.
See list in Piwakawaka team data.

2.4

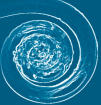
BSLA ongoing
Writing moderation has been more focussed.
Maths extension with Ruth. Targeted teaching similar to COSMIDBRIC

Strategic Goal 3

Local Curriculum

Design, implement and embed an Upper Harbour Wellbeing model

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Strategic Goal 3 To design, implement and embed an Upper Harbour Wellbeing model.

Annual Goals	Actions What action will we take?	Measures What will success look like?	Resourcing
<p>Annual Goal 3.1</p> <p>Embed the Upper Harbour Wellbeing Model in teacher practice.</p> <p><i>NELP 1 (P1 & 2) - Learners at the Centre</i></p> <p><i>NELP 2 (P3) - Barrier Free Access</i></p> <p><i>NELP 3 (P5) - Quality Teaching and Leading</i></p>	<p>Revitalise Circle Time</p> <p>Term 1 Weeks 1-3 focus on Wellbeing</p> <p>Ensure that every class is being taught/using an emotional regulation tool e.g. beasts, and mindfulness activities</p>	<p>A resource bank of learning experiences aligned to each pillar of our wellbeing model</p> <p>Student wellbeing survey will show improved results</p>	<p>Within School Lead</p> <p>Mitey</p> <p>WSL release time</p>

Strategic Goal 3 To design, implement and embed an Upper Harbour Wellbeing model.

Annual Goals	Actions What action will we take?	Measures What will success look like?	Resourcing
<p>Annual Goal 3.2</p> <p>Embed the Upper Harbour Wellbeing Model in school life</p> <p><i>NELP 1 (P1 & 2) - Learners at the Centre</i></p> <p><i>NELP 2 (P3) - Barrier Free Access</i></p> <p><i>NELP 3 (P5) - Quality Teaching and Leading</i></p>	<p>Include the Wellbeing model in Upper Harbour Me assemblies</p> <p>Staff are trained to use WARM Chats</p>	<p>Updated WARM chat resources, e.g posters to reflect our local curriculum.</p> <p>Staff are confident to facilitate WARM chats as part of restorative conversations with ākonga/learners</p> <p>5% improvement in student wellbeing data in identified areas</p>	<p>Staff learning time</p> <p>Resources</p>
<p>Annual Goal 3.3</p> <p>Embed the Upper Harbour Wellbeing Model for staff</p> <p><i>NELP 1 (P1 & 2) - Learners at the Centre</i></p> <p><i>NELP 2 (P3) - Barrier Free Access</i></p> <p><i>NELP 3 (P5) - Quality Teaching and Leading</i></p>	<p>Respond to staff survey feedback by:</p> <ul style="list-style-type: none"> Restructuring Year Group teams to improve efficiency and keep learners at the centre Where possible staff meetings will take place on alternate weeks Where possible team meetings will take place on alternate weeks <p>Establish a social group to plan for and organise events for staff</p>	<p>Staff wellbeing survey will show improved results in response to meeting frequency, purpose of meetings and use of Hero for reporting.</p>	<p>Staff learning time</p> <p>WSL</p>

Strategic Goal 3 To design, implement and embed an Upper Harbour Wellbeing model. Tracking, Monitoring and Reporting

Term 1

Meet with Susan to confirm WSLs and action points for Term 2.

Term 2

1. Introduction (1 hour)

An opportunity to discuss the Mitey approach and to ask and answer any questions or queries you may have about Mitey and/or our partnership.

2. Wellbeing Review Tool (1 hour)

Capturing a snapshot and celebrating what is already happening across your school, in relation to mental health education.

3. Wellbeing Review Tool Action Plan (1 hour)

A feedback summary report will be sent to you to review before this meeting. We will write an action plan together based on both the feedback summary report and also your identified needs for growth and support in your school.

Notes

2.2 KA framework - leadership first then T2 extend to teaching staff, set personal goal and use Hikairo schema as resource and Te Kawerau ā Maki

1.2 QuESTS parent education sessions T2 or 3 (perhaps disco)

1.4 Look to do observations for the purpose of monitoring how LTP is running in the junior classrooms, how is it connecting to QuESTS, teachers observing particular children - use to report back to the BOT

2.3 Hui and/or fono in Term 2 - link to Matariki

3.1 Analyse wellbeing data

3.1 How do we enable mindfulness activities to be occurring in our classrooms on a weekly/daily basis?

3.2 Look for evidence or talk to teachers about their use of the wellbeing model in the classroom

3.2 Follow up with Susan about the staff social group

Add connections to KA Annual Plan

Add Board Priorities from [here](#) (like NELP)

Notes cont.

MU Holders link their doc to this doc

WSL links doc to this doc