



St Johns Hill School
Te Kura o Hato Hoani

2022 Charter

Our School:

St Johns Hill School is a contributing school Years 1-6. We have a school roll between 380 and 430 students, increasing as the year progresses. We are situated on top of St Johns Hill (Kaierau) just a block away from Rotokawau Virginia Lake. Our facilities include 18 classrooms, library, hall, breakout spaces, resource and support rooms, and pool. We are lucky enough to have a number of playgrounds, native reserve and trees, orchard and play fields (both artificial and grass surfaces), and separate administration block.



The school is split into four teams. These teams work collaboratively to maximise the learning opportunities for our students. The teams are: Piwakawaka – Year 0-1 students. Year 1 students start in Term 1 (3 Classes) and Year 0 from Term 2-4 (2-3 Classes as required). Tui Team – 3 classes of Year 2 students. Both Piwakawaka and Tui work together as our Junior School. The Ruru team (Middle school) comprises of 4 Year 3 and 4 composite classes. Our Senior school is the Karearea Team, 5 composite classes of Year 5 and 6 students.

Our school utilises the legislated cohort entry system. This means we have enrolments at the start and midpoint of each term.

We are a Positive Behaviour for Learning (PB4L) School and run Restorative Practices throughout the school.

We are also very proud of our Education for Sustainability (EFS) Green/Gold status. This reflects the commitment we have toward teaching our students about looking after our environment, our people and our cultures. This is a student led initiative which highlights our status as kaitiaki for now and the future.



Our School Values:

We utilise four values to encapsulate all of our learning and interactions within the school. These four pillars, Ngā Pou e Whā, are:



Kaitiakitanga

The basic meaning of 'tiaki' is to guard, but it can also mean to preserve, protect, conserve, nurture and watch over.

When we add the prefix 'kai' to the verb it denotes the person taking the action. Kaitiaki is a guardian, protector, nurturer, and conservator.

Adding the suffix 'tanga' describes the action of this person, eg protection, conservation and preservation.

We are charged with taking care of our environment. This includes the physical environment around us but also the community, histories, language and stories.

This design captures our school community past and present, the history of the Whanganui River and St Johns Hill, and the continual learning and growth which we as a school community experience.

The long hill curve leads to the Maunga - the mountain or hill which refers to St Johns Hill, and also the mountain belonging to the person. The long-dipped curve leads to the Awa - the river, also the whenua line or life umbilical cord. The koru reflects birth of life, and growth. The central double spiral represents the interconnecting of Cultures, School and Community, Staff and Board Te ao maarama - world of light, is represented by 8 tendrils which stand for the Teachers, Parents and Board of Trustees, including those who have gone before.



Manaakitanga

Mana refers to an extraordinary power, essence or presence, and 'aki' is to encourage, urge on. Manaaki is taking care, protecting, supporting others.

Manaakitanga is behaviour that acknowledges the mana of others as having equal or greater importance than our own. So, when we show aroha, hospitality, generosity and mutual respect to others, this also reflects back onto us, elevating the status of both parties. Manaakitanga is about showing respect and giving generosity to others.

The koru design represents life, harmony and growth. The mirror image and symmetry are a depiction of the reciprocal nature associated with Manaakitanga. The resulting 'heart shape' also links to the notion of aroha, kindness and giving.



Rangatiratanga

‘tira’ is the mast and ‘ranga’ is a group of people. So, the Rangatira is the driving force within a group – the leader.

Rangatiratanga refers to the attributes of a leader. The first person we all lead is ourselves. Having self-control and a willingness to support others are the attributes we associate with our Rangatira. We encourage a ‘growth mindset’ where we persevere and use failures as a means to improve. We celebrate effort and determination and will rise to ever-changing challenges.

The Mangopare or hammerhead shark symbol is used to depict strength, vigour and determination. These are values and traits often associated with leadership.



Kotahitanga

Kotahitanga is the concept of togetherness. It is the coming together in a unified way.

It can also refer to the all of the parts working together, each impacting on the others. This is the founding principle of holistic development, whereby need to view the different aspects of children’s learning and development (cognitive, social, emotional, physical, cultural and spiritual) as an integrated and interconnected whole.

In our classes we use Tuakana (more expert) Teina (less expert) relationships to support peer to peer learning.

The Pikorua or twist denotes the coming together, joining as one. We all contribute to this continuous cycle with each offering their own set of abilities to achieve more than we could as individuals.

School History

Whanganui City is flanked by hills. On the eastern side of the river are Durie Hill and Bastia Hill with St Johns Hill overlooking the western side.

This area was traditionally known as Kaierau (Kaiherau) “food for the many”. It was a Ngā Rauru pā site which supported over three thousand occupants. Ngā Rauru, a southern Taranaki iwi, had its traditional boundaries from Kaihaukupe (Castlecliff river mouth) up to Kaierau (St Johns Hill) up to Tawhitinui (opposite Rānana) and the source of the Pātea river.

The brow of the hill, where today Victoria Park provides cricket grounds, croquet greens, tennis courts and a look-out, was used by the Ngā Rauru tribe as a settlement. Midden refuge such as pipi shells and broken umu stones have been found from time to time.



Near the school is the iconic Virginia Lake (Rotokawau). This is a naturally formed lake trapping water between two sand dunes. The traditional name, Rotokawau refers to the bird life that frequent the lake – Roto (lake) Kawau (Black Shag)

The story of Virginia Lake has its beginning far back in Maori mythology. Whanganui Sculptress, Joan Morrell, cast a bronze statue portraying Tainui, the Maori maiden whose tears of grief for her slain lover, form the lake. Unveiled June 3 1978, this stands in the lake grounds.

The first Europeans to be allotted land on St Johns Hill were Mr S.Parkes and Mr J.Thomas. However, Mr Thomas a surveyor with the New Zealand Company, sold his land to his friend, Mr S. Harrison, without ever settling on it himself. It included Lake Rotokawau, and Mr Harrison renamed the lake “Virginia Waters”.

Mr Parkes named the wooden slope of his property leading down to the flat (now upper Victoria Avenue) “St Johns Wood” after the wood of the same name near his old home in London. The name St Johns was given to the flat under the hill, and subsequently to St Johns Infant School (Keith Street School), St Johns Hotel, St Johns Post Office and later the St Johns Workingmen’s Club. The lake property was eventually sold in 1862 to Mrs W. Hare. The Borough Council bought the lake from her in 1874 for use as a water supply for Whanganui township.



The first school on St Johns Hill was a private one conducted in a house which stood where the croquet lawns are today. It was burned down in the late 1890's. The name of the teacher is not known.

In 1901 Miss E. Bayly bought a section in Brassey Road and built a school on it. Here she conducted a private school assisted by her sister, Miss V. Bayly. From 1904 the school was also used by St Paul's Presbyterian Church as a Sunday School. In 1911 the church purchased the property and leased the school to Miss E. Bayly, and later to Miss U. Woon.

By the early days of the war the parents on the hill were demanding a State school for their children. In 1916 the Education Board met their request. On July 10 a side school to Queens Park School replaced the private school. Miss Woon was appointed teacher in charge.

Her sister, Miss E. Woon, then decided to open a private school in the family home in Parsons Street. This property ran through to Tarata Street. However, at the end of 1917 Miss Woon closed this school and took up a position at Marsden College, Wellington.

Each week the head teacher at Queens Park School would visit the side school in Brassey Road.

The school admitted pupils up to and including standard two. During this time the roll fluctuated considerably from 27 to 42.

The teachers who served at the side school were Miss U.G. Woon (1916-1929), Miss E.E. Burnett (1918), Miss E.M. Bell (1919), Miss M. Allomes (1922), Miss Duncan (1924).

When St Johns Hill School was erected in 1929 the opening roll numbered 44 pupils – 20 primers, 17 standard ones and seven standard twos. Miss Woon took charge of the primers and until November, when she was replaced by Miss B. Gage as principal, Mr G. Law took standards one and two.



Strategic Improvement Plan 2022 - 2025

Mission Statement:

St Johns Hill School will provide a quality education where children develop respect for themselves, others and the environment and aim for excellence in all endeavours

Vision:

Developing confident, creative, lifelong learners and caring citizens, who contribute positively to a sustainable world.

Values:

Our students are encouraged to live and act according to our school values:

- **Kaitiakitanga** we are guardians of our environment, community, culture and future
- **Manaakitanga** we treat each other with respect and kindness
- **Rangatiratanga** we are confident, self-determined learners and leaders
- **Kotahitanga** we are united, we work together and support each other to succeed.

Our Place
Our People
Ourselves
Working Together

Strategic Objectives

1. Build strong learning opportunities	2. Provide a safe, inclusive environment	3. Promote strong partnerships	4. Develop a passionate and skilled staff
We will implement a curriculum that allows our students to develop the skills, passions and interests that will help them succeed in the future, celebrate their individuality and enhance their sense of belonging.	We will celebrate our diversity and seek to grow our united culture regardless of the differences in gender, ethnicity, sexuality or beliefs.	We will enhance our abilities to grow meaningful relationships with peers, students, whānau and community.	We will employ, retain and celebrate our staff to ensure that they can reach their own professional potential.

Links to the National Education and Leadership Priorities (NELP)

Obj1(2). Learners at the centre – Have high aspirations for every learner/akonga Obj2(4). Barrier Free Access – Ensure every learner/akonga gains sound foundation skills	Obj1(1). Learners at the centre – Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Obj2(3). Barrier Free Access – Reduce barriers from education for all.	Obj1(2). Learners at the centre – Have high aspirations for learners/akonga. And support these by partnering with their whānau and communities. Obj3(5). Quality Teaching and Leadership – Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning	Obj3(6). Quality Teaching and Leadership – Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.
--	--	---	--

Strategic Goals

a) Develop a local, place based curriculum	a) Actively use Positive Behaviour for Learning within our school to help foster good choices and positive relationships	a) Become actively involved in community focussed events	a) Actively implement and support a distributive leadership model.
b) Enhance Cross-curricula teaching and learning	b) Recognise and celebrate individual learners' identity, language, abilities and passions	b) Build and enhance relationships with iwi	b) Focus on staff wellbeing to ensure that workload and expectations are manageable

What will success look like?

Our students will be active participants in their learning	Our students will develop an understanding of their own identity and confidence to celebrate their own individuality	Our whānau and community are proud to be actively involved and contribute to our school and our school actively contributes to our community.	Our staff feel supported and encouraged to continually develop their own teaching practice.
--	--	---	---

	2022	2023	2024
1. Build strong learning opportunities	1.1 Develop a local, place-based curriculum	1.1 Implement the ANZH Curriculum	1.1 Curriculum plans are embedded and are part of the board self-review
We will implement a curriculum that allows our students to develop the skills, passions and interests that will help them succeed in the future, celebrate their individuality and enhance their sense of belonging.	1.2 Enhanced cross-curricula teaching and learning	1.2 Implement whole school moderation using PaCT and LPF in Mathematics	1.2 Explore PaCT and LPF in Reading
2. Provide a safe, inclusive environment	2.1 Use Positive Behaviour for Learning with fidelity	2.1 Monitor new staff and support them in adopting SJHS PB4L Practices	2.1 Work towards adopting Tier 2 PB4L practices
We will celebrate our diversity and seek to grow our united culture regardless of the differences in gender, ethnicity, sexuality or beliefs.	2.2 Recognise and celebrate individual learners' identity, language, abilities and passions	2.2 Develop a framework to introduce student voice into pastoral care	2.2 Review student wellbeing and monitor levels of student feedback
3. Promote strong partnerships	3.1 Become actively involved in community focussed events	3.1 Actively explore opportunities to include whānau and community into school-based programmes	3.1 Review current practice and results with whānau
We will enhance our abilities to grow meaningful relationships with peers, students, whānau and community.	3.2 Build and enhance relationships with iwi	3.1 Using regular feedback and consultation to develop an education plan	3.1 Review current practice and results with whānau
4. Develop a passionate and skilled staff	4.1 Actively implement and support a distributive leadership model.	4.1 Implementation of career pathway as part of teachers' growth cycle	4.1 Review of current unit allocation and job expectations with staff
We will employ, retain and celebrate our staff to ensure that they can reach their own professional potential.	4.2 Focus on staff wellbeing to ensure that workload and expectations are manageable	4.2 Review of collaboration (power of two, teams, whole school) with staff	4.2 Review of staff well-being surveys with staff, leadership and board

Annual Improvement Plan 2022

	2022	Success Criteria	Progress
<p>1. Build strong learning opportunities</p> <p>We will implement a curriculum that allows our students to develop the skills, passions and interests that will help them succeed in the future, celebrate their individuality and enhance their sense of belonging.</p>	1.1 Develop a local, place-based curriculum	<p>Received and analysed feedback from whānau, students and teachers regarding curriculum direction</p> <p>Gathered resources around places of significance within Whanganui, the wider region, Aotearoa which can be utilised across year groups</p>	<p>Initiated PLD - teacher workshops, schoolwide observations</p> <p>More importance placed on EarthKid selection and expectation</p>
	1.2 Enhanced cross-curricular teaching and learning	<p>Have an effective assessment structure to allow for a moderated assessment practice through integrated curriculum (PaCT / LPF)</p> <p>Revitalization of EFS across the school</p> <p>Student input is evident in learning programmes and topics</p>	
<p>2. Provide a safe, inclusive environment</p> <p>We will celebrate our diversity and seek to grow our united culture regardless of the differences in gender, ethnicity, sexuality or beliefs.</p>	2.1 Use Positive Behaviour for Learning with fidelity	<p>All teachers will be able to share a common understanding of our four values</p> <p>Students are able to explain the four values and our behaviour expectations using language appropriate to their level.</p> <p>School values are clearly visible (both in practice and visual display)</p>	<p>Whole staff PLD and sharing of understanding</p> <p>Changed all newsletter and correspondence to reflect these values</p> <p>Goal setting includes student voice Student feedback as part of the written report</p>
	2.2 Recognise and celebrate individual learners' identity, language, abilities and passions	<p>Students are able to talk about their strengths and goals</p> <p>Students will have a mechanism to express their feeling of belonging and wellbeing at school</p>	

<p>3. Promote strong partnerships</p>	<p>3.1 Become actively involved in community focussed events</p>	<p>Where possible, we will explore opportunities beyond the school gate as well as inviting the community into school-based activities.</p> <p>Whānau feel that they are part of schooling community and education of their son/daughter</p>	<p>A number of parents coming in to talk to the students and support them in a variety of different activities eg Discovery, bike maintenance, tree maintenance</p> <p>Organised Working Bee to bring parents into the school</p>
<p>We will enhance our abilities to grow meaningful relationships with peers, students, whānau and community.</p>	<p>3.2 Build and enhance relationships with iwi</p>	<p>Explore opportunities to build on positive relationships from the beginning and not as an add on</p> <p>Utilise the stories, Reo and Tikanga unique to this rohe as part of our everyday learning context</p>	<p>Reached out to Ngaa Rarau for marae visits</p> <p>Harakeke course linked to student weaving in the senior school</p> <p>Hikoi around Whanganui with Takitini leads</p>
<p>4. Develop a passionate and skilled staff</p>	<p>4.1 Actively implement and support a distributive leadership model.</p>	<p>A variety of passionate and skilled staff members that can share their knowledge and skills with colleagues.</p> <p>A wider opportunity for all staff to develop their own career pathways</p>	<p>Feedback on areas of interest and strength to help guide personal PLD</p> <p>Development of a broader distributive leadership model - currently have 11 out of 17 FT Classroom teachers with units of responsibility</p>
<p>We will employ, retain and celebrate our staff to ensure that they can reach their own professional potential.</p>	<p>4.2 Focus on staff wellbeing to ensure that workload and expectations are manageable</p>	<p>A strong sense of collegiality and support amongst staff members</p> <p>Regular check-ins to appraise current work practices and offer alternative approaches.</p>	