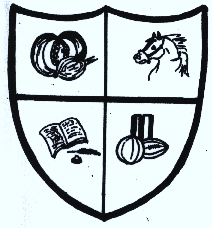
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***School Charter***

***Strategic and***

***Annual Plan***

***For Buckland School***

***2017 - 2019***

**INTRODUCTORY SECTION – STRATEGIC INTENTIONS**

**Mission Statement**

**Buckland School is committed to providing quality education that engages all students fully in a wide range of learning experiences that will assist them in preparing for the challenges of the future.**

**Be Lifelong Learners**

* Motivated and enthusiastic about learning
* Be Literate & numerate
* Be IT capable & confident
* Able to think critically & creatively
* Be an informed decision maker

**Be Active Participants**

* Participate in a range of social, cultural, physical and intellectual activities
* Contribute to the well-being of self, others and the environment.

**Our Vision for Learning at Buckland School**

**Have High Self Esteem**

* Be confident
* Take risks and challenge self to solve problems and adapt to new challenges.
* Be independent
* Show courage
* Strive for excellence in all areas

**Relate Well to Others**

* Use communication tools effectively in a range of situations
* Accept diversities
* Be proud of own and others’ achievements

**National Stated Values**

Our students will be encouraged to value:

* excellence, by aiming high and persevering in the face of difficulties
* innovation, inquiry and curiosity, by thinking critically, creatively and reflexively
* diversity, as found in our different cultures, languages and heritages
* equity, through fairness and social justice
* community and participation for the common good
* integrity, which involves being honest, responsible, accountable and acting ethically
* And to respect themselves, others and human rights

**School Values**

Our school is an Olympic School and as such our students are encouraged to value and use the Olympic Values:

* Pursuit of Excellence
* Respect for Others
* Joy of Effort
* Fair Play
* Balance between Mind, Body and Character

**Principles**

The principles set out below embody beliefs about what is important and desirable in school curriculum. They underpin all school decision making. They put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand’s unique identity:

* **High Expectations**
* **Learning to Learn**
* **Treaty of Waitangi**
* **Community Engagement**
* **Cultural Diversity**
* **Coherence**
* **Inclusion**
* **Future Focus**

**Maori Dimensions and Cultural Diversity**

As the school recognises the unique position held by Maori as detailed within the New Zealand Administration Guidelines, the school also recognises the increasing diversity of New Zealand culture and will seek to promote understanding and appreciation of all cultures. The school will actively work towards maximising the potential of each student irrespective of cultural background.

The school will continue to resource a teacher of Maori to further student and staff understanding and use of tikanga Maori, the confidence in speaking Te Reo Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi. The school will appoint Maori staff members when possible.

The school will continue to consult with the Maori community both through face to face meetings and invited consultation meetings. The school will actively seek to liaise with local Maori elders and be involved with the local Te Huarahi Whanau, COL members and individual school parents.

**–** The curriculum supp

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**Baseline Data – Historical Position**

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| **Students’ Learning** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **2016 National Standards Reporting** | | | | | | | **Reading** | **Student % At or Above Standard** | **Mathematics** | **Student % At or Above Standard** | **Writing** | **Student % At or Above Standard** | | All Students | 81.2% | All Students | 82.8% | All Students | 80.8% | | Maori | 68.3% | Maori | 68.3% | Maori | 70.8% | | Pasifika | 87.5% | Pasifika | 87.5% | Pasifika | 62.5% | | Asian | 77.8% | Asian | 83.3% | Asian | 83.4% | | European | 84.1% | European | 85.8% | European | 83.1% | | Male | 79.4% | Male | 84.3% | Male | 74.4% | | Female | 82.9% | Female | 81.4% | Female | 86.8% | | Historically the % of female students achieving At or Above standard is higher than male students, this is still the case in reading and writing but mathematics rates are higher for males.  Our Pasifika students (8) are achieving well in maths and reading but several continue to need support in writing. This year the data shows a slight decrease in the percentage of our Maori students (41) at or above the standard in all areas. There has been a slight increase in the Year 1 percentage of students making standard in reading and writing while the mathematics percentage is still high. The majority of our Asian students (18) are now meeting standards. Buckland School joined a Community of Learning in 2015 which has been approved by the Ministry. Goals to lift achievement for all groups across our community in Mathematics and Writing are formulated and the COL is underway with within and across school teachers selected. | | | | | | |
| **Student Engagement, Inclusion and Transition** | Attendance rates are generally pleasing - above 90%. The average for the school is 93.58%. Of concern still is the number of children who travel overseas and take extra holidays during term time and therefore have their formal schooling interrupted. Parents continue to be encouraged to book overseas travel during holiday periods and in many cases are attaching overseas holidays to holiday periods.  All attendance concerns are addressed by senior management as are any issues with lateness. There has been a marked reduction in lateness since the school implemented the ringing of a hand bell at 8.55a.m.  Student engagement in their learning is high. Students are engaged and included in making decisions about the direction of their learning. There has been an increase in the depth that children can talk about their learning as a result of professional development undertaken in 2015 and 2016.  Students have numerous opportunities for student voice within their classroom and the school. A school council operates throughout the year where student representatives share class views and concerns. Students are very confident to participate in a wide range of sporting, cultural and academic activities.  Year 7 & 8 students are given many opportunities to develop leadership skills and be good role models for junior students.  Transitions within the school are effective with teachers sharing relevant information with the next teacher to minimise disruption to the learning. Transition practices with Pukekohe High school and Tuakau College are good and involve visits for students, including science visits and introductory sessions, discussions by teachers on individual students, and visits to the school by past students as well as the passing on of academic progress charts, etc.  There is a close relationship with our local intermediate where Year 7 & 8 students attend technology classes. Information is passed on as requested. Staff are also involved in professional development opportunities with other local schools as this ensures positive relationships which enhance transition practices. Staff from Buckland also visit preschool facilities and new entrant children are encouraged to complete some school visits prior to starting school. Actions from the Inclusiveness Review completed in 2014, continued to be carried out in 2016. |
| **School Organisation and Structures** | The school operates in two syndicates – junior Yrs 1 – 3, senior Yrs 4 – 8. Ten classes operate. The management team comprises of the Principal and two D.P.s.  There are high levels of staff commitment and performance. Professional development reflects both the school and individual staff priorities. All teaching staff continued to be part of the Leadership and Assessment contract during 2016. Effective pedagogy covered during involvement in this contract will continue to be a focus in 2017 for our COL.  The school is well resourced. Grounds and buildings are well maintained and attractive. The building project of an Innovative Learning Space was completed in September with the opening in October 2016. The room is a major addition to the school.  The school funded Chrome books and the use of Google Classroom with senior classes. Most teachers embraced this new initiative and will continue to build on student use during 2017.  There is excellent support from whanau and the community for school events and activities. A committed Board and AG Day committee have operated. It is hoped to revive the PTA in 2017. Opportunities are given for parent education to assist them to help their children at home.  The school operates within the annual grants and funds are allocated to reflect and support the school’s strategic and annual plan. An efficient programme of maintenance and development for school buildings and facilities operates.  A safe physical and emotional environment for students and adults is provided.  On-going review of policies and procedures is based on a three year cycle.  The school complies with legislation. |
| **Review of Charter & Consultation** | Formal consultation through a survey on our Year 6/7 & 8 programmes took place as well as an evaluation of our camps for senior students. Some of the suggestions in these areas have been considered for our plan for 2017. Parents were very positive about the opportunities children were given during EOTC events and felt our school was very inclusive.  Consultation also took place several times on programmes for our Year 7 and 8s. This included face to face meetings and a meeting for Year 6 parents which was held during Term 3. School-wide reviews on Health & PE, review of ALL programme and Reading Recovery, PAT results, National Standards were undertaken by staff in 2016 and were reported to the Board of Trustees. Recommendations started to be acted on in 2016 and will be continued in 2017. Several curriculum reviews have also been undertaken and reported to the Board.  Maori and Pasifika parents were invited to a formal meeting. On-going face to face consultation also took place. A number of parents were also consulted during the ERO visit early in the year. A teacher of Maori was employed throughout 2016 who worked with all classes and children on promoting how te reo and tikanga Maori could be promoted further. A visit to the local marae by the junior school in 2015 was well received with a large number of parents attending also. Unfortunately the planned visit to a local marae by the senior school had to be postponed. A number of opportunities through other curriculum areas were undertaken to promote Maori cultural understandings, e.g. blessings of school sign and opening of new building.  The school was reviewed by ERO in March 2016. A very positive report resulted where ERO reviewers agreed with the future directions indicated by the Board and senior management. ERO is likely to carry out the next review in four to five years.  Consultation and communication practices included: annual report, weekly newsletter, website information, surveys on targeted issues, BOT surveys, informal meetings, formal meetings and reporting around student achievement both at an individual level and a group level, prize-giving speeches, opening speeches, EOTC meetings. |

**Strategic Section**

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| **Strategic Goals** | | **Core Strategies for Achieving Goals** | | |
| **2017** | **2018** | **2019** |
| **Students’ Learning and Achievement** | * To focus on student learning outcomes with the view to high achievement and quality learning opportunities. * To improve outcomes for all students, particularly Maori, Pasifika and children with special needs. * To accelerate progress of students performing below expectations. * To promote Te Reo Maori and Tikanga * To lift teacher confidence and capability with; administering assessments for learning, and analysing data to ensure targeted teaching and learning programmes are in place. * To be a member of the local Pukekohe COL, working on lifting achievement of all students in the COL through sharing of resources and implementing advice for COL across and within school roles. | * Continue to embed effective teaching practices and Inquiry teaching in Mathematics, and Literacy to lift achievement of our target learners. * Set school and class targets for our Maori, Pasifika and Asian students. * Set school targets in Mathematics and Writing for students who are performing below expectations in line with COL goals. * Continue to promote the use of Maori language in all classrooms in the school. * Continue to use a range of assessment tools, including PACT and moderation. * School-wide review of IT use across the curriculum/Google Classroom * Review Curriculum Policies and procedures as necessary | * Achievement data linked to performance management and individualized targets. * Targets set in Mathematics and Literacy * Continue to enhance E-AsTTle assessment processes, along with other assessment tools including PACT. * School-wide review of Learning Pathways – Science/SS | * Targets set in Mathematics and Literacy * Continue to enhance assessment processes, along with other assessment tools. * School-wide review of The Arts |
| **Student Engagement, Inclusion & Transition** | * To ensure a high level of student engagement in all aspects of their learning. * To promote and affirm students’ identity, language and culture, particularly for Maori and those from other cultures. * To retain our Year 6 students for Years 7 & 8. * To ensure effective transition within our school and between other local schools for students. * To ensure the school is a fully Inclusive School. | * Promote the special character of the school – full primary. * Implement agreed strategies to improve programmes for Year 7 & 8 students. * Ensure transition procedures with all preschool, intermediates and colleges are effective. * Continued development, knowledge and confidence to use Te Reo and tikanga, throughout the school with staff and students. * Build further on the liaison with the local marae and Maori community. * Continue to increase the depth of use of IT resources to engage students. * Promote inclusiveness. | * Continue promoting the school in the community and the wider community. * Continue the embedding, development and review of Te Reo Maori and tikanga, and support new staff. | * Continue ensuring high attendance rates * Continue to liaise with local preschools and colleges. * Continue to foster cultural respect and understanding through involvement in a wide range of groups within the community. |
| **School Finance & Property** | * Operate within annual grants & monitor expenditure * Allocate funds to reflect and support school’s annual plan * Implement an efficient programme of maintenance for school buildings & facilities * Develop school facilities to reflect school priorities * Review Finance & Property policies & procedures | * Set and approve annual budget to meet year’s priorities * Maintain asset register * Provide monthly reports * On-going maintenance checks and maintenance * Follow the 5/10 year property plan in relation to the building programme. * Continually upgrade and beautify environment * Complete up-grade of block one and toilets * Continue to investigate the building of a Multipurpose block. * Install new school signage. * Review Finance & Property policies & procedures | * Carry out projects as identified in the property plan. | * Review the progress made in implementing the property plan * Carry out projects as identified in the property plan. |
| **Health & Safety** | * To provide a safe physical and emotional environment for students and adults * To promote with the school community safety issues – road, sun, water, abuse, cybersafety * Review Health & Safety policies & procedures ensuring they meet the new requirements of the Health & Safety Act. | * Comply with Health & Safety requirements * Promote safe practices with children and the   school community.   * Promote inclusiveness. * Review of Health & Safety Policies and procedures * Regular emergency drills are carried out. * Regular checks on H & S practices, equipment, etc. |  |  |
| **Personnel** | * To ensure staff are providing evidence of their meeting the Professional Standards and the Practicing Teacher Criteria. * To provide opportunities for staff PLD. * To appoint staff as necessary to enhance the teaching/learning opportunities of the school. * To ensure effective induction practices take place. * To use appraisal to develop senior management staff in leadership. * To use the COL ‘In-School’ teachers & ‘Across School’ teachers to develop staff further. | * Provide opportunities for PLD for all staff in: literacy, mathematics, IT, Teaching as Inquiry, * Continue to develop leadership skills in staff. * Provide opportunities for Teacher Aides and other support staff. * Provide PLD for COL Beacons * Fund appraisal by outside appraiser of all senior management staff * Fund release of teachers to visit other schools to observe effective teaching and learning. | * Inquiry teaching across the curriculum linked to performance appraisal targets. * PLD provided to meet school targets. * Appoint highly effective teaching and support staff. | * Review personnel policies and procedures * Inquiry teaching across the curriculum linked to performance appraisal targets. |
| **Community Engagement** | * To place priority on parent engagement, understanding, support and participation in the school. * Conduct any BOT Elections should there be a vacancy. Provide opportunity for BOT training * Work towards achieving the goals of the Hautu action plan * Communicate and encourage community involvement in school events. * BOT to conduct any necessary community surveys and analyse and communicate results and formulate goals around these. * Comply with current legislation through policy and procedures. | * Continue to promote use of website with school community and add to this on a regular basis. * Continue to provide term BOT newsletters to the community. * Survey/ consult on Charter & Strategic Plan * Complete Charter/ Strategic Plan, analysis of variance and send to Secretary of Education by 1 March. * Complete the actions identified in the Hautu plan. * Promote parental & whanau involvement in school events * Work on re-establishing a PTA to engage parents in the school. * Support the AG Day committee in their fundraising efforts. | * Keep school website up to date. * Survey parents on activities they would like to be involved in. * Survey/ consult on Charter & Strategic Plan * Review Legislative policies and procedures |  |

**Annual Section**

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| **Strategy 1**  To achieve the school’s vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on student learning outcomes with a view to high achievement and quality learning opportunities. | | | | |
| **Strategic Area: Student Learning and Achievement** | | | | |
| Goals | Actions | Who/When/Costs | Expected Outcome | Review |
| * To focus on student learning outcomes with the view to high achievement and quality learning opportunities. * To improve outcomes for all students, particularly Maori, Pasifika and children with special needs. * To accelerate progress of students performing below expectations. * To promote Te Reo Maori and Tikanga * To lift teacher confidence and capability with; administering assessments for learning, and analysing data to ensure targeted teaching and learning programmes are in place. Further develop moderation skills and evidence based decision making. * To be a member of the local Pukekohe COL, working on lifting achievement of all students in the COL through sharing of resources and implementing advice for COL across and within school roles. * To review the use of IT across the school and in particular in the senior school regarding Google Docs | Embed Inquiry teaching in Mathematics, and Literacy to lift achievement of our target learners.  On-going monitoring of individuals and groups and analysis of individual and group information.  Identify target students in reading, writing and mathematics.  Set school targets in Mathematics and Writing for students who are performing below expectations.  Inclusion in ALiM contract. Provide opportunities to operate ALL groups with specialist teachers  Assessment processes are triangulated so that OTJs are moderated effectively.  Provide opportunities for use of PACT in Reading and Writing as well as Mathematics. assessments  Embed support and processes for at risk and GATE students.  Imbed the use of Building Blocks to Literacy and Discovery Learning for Year 1 students and evaluate at the end of the year.  Purchase further maths/literacy resources and equipment.  Be fully involved in the local Community of Learning.  Capitalize on staff strengths to work with students.  Promote the use of Maori language in all classrooms in the school through funding and use of a teacher of Maori.  Promote Kapa Haka involvement  School-wide review of IT across the curriculum  School-wide reviews of reading/maths/writing assessments & National Standards | Staff  Staff/COL Beacons/  Identified needs group/SENCO  Principal & Staff  Lead teachers  Budget holders  Staff with ESOL students, teacher aides, SENCO, specialist teachers  Lead Teachers of Maths/SITeam  RR teacher  Staff  All staff  $8500  COL ‘Beacon’ and ‘Across School’ teachers, principal and COL team.  Teacher of Maori and All Staff  The IT Lead Teachers | High achievement rates of students  Quality learning opportunities offered to all.  Inclusive practices evident.  Accelerated progress for those identified.  New students will have gaps identified and filled so that accelerated progress over the years in literacy and numeracy will take place.  Up to date resources available to meet needs of students.  Special needs and GATE students supported in their learning  Small groups operating with ALL & ALiM resourcing  Staff knowledge gained during ALL & ALiM & COL shared with others.  Effective teaching practices will be evident across the school and able to be shared with other teachers in the COL to lift achievement levels.  Staff confident in making National Standards judgements that can be supported by evidence.  Consistent administration and marking of assessments across the school/COL schools  Maori Students will be achieving success as Maori. (See Hautu goal)  An IT review completed and reported to BOT  BOT presented with reviews in reading, writing, mathematics and National Standards |  |

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| **Improvement Plan/Target – Strategic Area: Student Learning and Achievement - Mathematics** | | | | | |
| **Strategic Goals:** To improve outcomes for all students, particularly Maori, Pasifika, Asian and children with Special Needs.  To accelerate progress of students performing below expectations. | | | | | |
| **Annual Goal:** Accelerate progress of students who are in Year 4 and 5, (2016 – After 3 years at school & End of Year 4), and those in Year 8 (2017) and Maori students who are performing below expectations in Mathematics. | **Annual Target:** Students who are below the standard in 2016 will make accelerated progress in relation to the Mathematics standards.  To increase the number of students achieving at or above National Standards in Mathematics particularly those in Year 4 & 5 and 8 (2017.) and Maori students. | | | | |
| **Baseline Data: 2016**     |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Mathematics** | **Student % At or Above Standard** |  | **Student % At or Above Standard** |  | **Well Below** | **Below** | **At** | **Above** | | All Students | 82.8% | European | 85.8% | After 3 years at school |  | 16.7% (6) | 66.7% (24) | 16.7% (6) | | Maori | 68.3% | Male | 84.3% | End of Year 4 | 2.2% (1) | 10.9% (5) | 47.8% (22) | 39.1% (18) | | Pasifika | 87.5% | Female | 81.4% | Year 7 |  | 33.3% (8) | 45.8% (11) | 20.8% (5) | | Asian | 83.3% |  |  | Maori Students | 2.4% (1) | 29.3% (12) | 58.5% (24) | 9.8% (4) | | | | | | |
| **Key Improvement Strategies** | | | | | |
| **Actions** | | **Who** | **When** | **Resourcing** | **Indicators of Progress** |
| |  | | --- | | Gather/Analyse and Review mathematics assessment data with staff and determine the particular learning needs of target students.  Student differentiated learning needs in Mathematics will be identified.  All teachers identify a target group of students in their class and design a Inquiry which is evaluated  Identified ALiM teacher provides targeted instruction to students identified in Year 4 & 5 with further  teachers supporting junior & senior students through targeted instruction.  Hold syndicate meetings twice a term to monitor progress of target students & plan remedial actions.  Continued School-wide professional development for all staff to lift effectiveness of teaching mathematics to meet student’s specific needs  Unpacking of National Standards and PACT further at each level in particular in strand areas.  Moderation of National Standards/Gloss testing to ensure school-side consistency.  Ethic of Care/Cultural Responsiveness continually practiced by teachers. Opportunities for Student voice. Consistency of mathematical language use across the school.  Encourage student engagement in using the National Standards to set goals for their progress in mathematics  Continue to review school-wide systems: monitoring, assessment, coverage of strand.  Purchase extra resources and share those on Maths website as a school.  In class observations and modelling around explicit teaching of strand and number  Running of Maths Inquiry team to inform teaching for all teachers.  Lead teacher involvement in local Mathematics Lead teacher Professional Development and COL Beacons support and professional development  Discussions with Year 9/10 teachers on expectations of students in mathematics on entry. | | | Classroom  Teachers  Lead Teachers of Maths  COL Leaders  Students  Principal  Lead Teachers  Management team | February  Term 1 & 2  Twice a term  Staff meetings  Syndicate meetings | Resourcing for staff release  Release for teacher to run ALiM groups  PLD costs  T.A. costs | Flexible groupings depending on strand & individual needs  Explicit teaching of mathematics is taking place in all classes.  Students are knowledgeable of their level and what their next steps are through use of their bubbles.  Teachers are reflective about their practice.  Parents and family are involved in supporting their children’s progress.  The goals have been met and students have made accelerated progress. |
| **Monitoring:** On-going tracking of students through the syndicate tracking system. At least twice a term evaluate the progress of the target groups of students. Use of GLOSS, PAT, JAM (when necessary), Teacher observation, E-AsTTle, PACT, Bubbles, Student/ teacher conferences. Continue to monitor ex ALiM students | | | | | |

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| **Improvement Plan/Target – Strategic Area: Student Learning and Achievement - Writing** | | | | | | | | | |
| **Strategic Goals:** To improve outcomes for all students, particularly Maori, Pasifika, Asian and children with Special Needs.  To accelerate progress of students performing below expectations. | | | | | | | | | |
| **Annual Goals:**   * Accelerate progress of male students 31/121 who are performing below expectations in Writing. * To accelerate the progress of Maori students (12) and those from other cultural backgrounds (6) who are performing below expectations in Writing. * To accelerate the progress of students in Years 5 & 6 who performed below expectations in 2016 in Writing. | | | | **Annual Target:** Students who are below the standard in 2016 will make accelerated progress in relation to the Writing standards.  To increase the number of students achieving at or above National Standards in Writing. | | | | | |
| **Baseline Data: 2016**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Writing** | **Student % At or Above Standard** |  | **Student % At or Above Standard** |  | **Well Below** | **Below** | | All Students | 80.8% | European | 83.1% | Maori Students (who will be attending in 2017) | 1 | 8 | | Maori | 70.8% | Male | 74.4% | Students from other cultural backgrounds |  | 5 | | Pasifika | 62.5% | Female | 86.8% | Year 5 & 6 students (2017) | 2 | 14 | | Asian | 83.4% |  |  | |  |  |  |  | | | | | | | | | | |
| **Key Improvement Strategies** | | | | | | | | | |
| **Actions** | | | **Who** | | **When** | | **Resourcing** | **Indicators of Progress** | |
| Gather/Analyse and Review writing assessment data with staff and determine target students and the particular learning needs they have.  Student differentiated learning needs in Writing will be identified.  All teachers identify a target group of students in their class and design a Inquiry which is evaluated  Identified Literacy teachers, RR teacher & COL Beacons provide ideas and support for targeted instruction to students identified.  Work with other COL Beacons and Across School COL facilitators.  Tracking of students and discussion during syndicate meetings at least twice a term to monitor progress of target students & plan remedial actions.  School-wide professional development for all staff to lift effectiveness of teaching writing to meet student’s specific needs  Unpacking of Literacy Progressions, new Writing Hives & planning sheets, and PACT writing tool.  Moderation of National Standards/E-AsTTle marking templates and results to ensure school-wide consistency.  Ethic of Care/Cultural Responsiveness continually practiced by teachers. Opportunities for Student voice. Consistency of Literacy language use across the school.  Encourage student engagement in using the National Standards to set goals for their progress in writing.  Continue to review school-wide systems: monitoring, assessment, marking.  Purchase extra resources as necessary.  In class observations and modelling around explicit teaching of writing  Principal/Lead teacher involvement in local Community of Learning goals/implementation, for area.  Use of new IT resources/Google Classroom to promote engagement in writing (particularly for boys)  Use of Teacher of Maori & T.A. to work alongside and encourage Maori students and ESOL students. | | | Classroom  Teachers  Lead Teachers of Literacy  COL Beacons  Students  Principal  Lead Teachers  Management team  Teacher of Maori/T.A.s | | February  Term 1 & 2  Twice a term  Staff meetings  Syndicate meetings | | Resourcing for staff release  Release for teacher to run ALL groups  PLD costs  T.A. costs | Flexible groupings depending on individual needs  Explicit teaching of Writing is taking place in all classes.  Students are knowledgeable of their level and what their next steps are through use of their hives..  Teachers are reflective about their practice.  Parents and family are involved in supporting their children’s progress.  The goals have been met and students have made accelerated progress.  IT resources have been used to lift engagement in writing. | |
| **Monitoring:** On-going tracking of students through the syndicate tracking system. At least twice a term evaluate the progress of the target groups of students. Use of E-AsTTle Writing, Spelling tests, Teacher observation, Hives, Student/ teacher conferences. | | | | | | | | | |
| **Strategy 2**  To achieve the school’s vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on student engagement and transition with a view to high achievement and quality learning opportunities. | | | | | | | | | |
| **Strategic Area: Student Engagement, Inclusion & Transition** | | | | | | | | | |
| Goals | Actions | Who/When/Costs | | | | Expected Outcome | | | Review |
| * To ensure a high level of student engagement in all aspects of their learning. * To retain our Year 6 students for their Intermediate years. * To promote and affirm students’ identity, language and culture, particularly for Maori and those from other cultures. * To ensure effective transition within our school and between other local schools for students. * To ensure the school is a fully Inclusive School. | Continue to inform parents of the need for high attendance rates and requirements for taking children out of school during term times.  Reward high attendance at school prize-givings with awards.  Encourage Student voice in school matters through the school council and leadership opportunities.  Encourage students to own and make decisions about the direction of their learning through the use of ‘bubbles’, ‘stars’ ‘hives’ etc  Provide Careers Education for Yr 7 & 8 students.  Use rubrics each term with students and award Yr 7 & 8 Diplomas at the end of the year.  Promote the special character of the school – full primary through the school website, comments in newsletter and in local papers.  Continue to increase the availability, stability and use of efficient IT resources to engage students. Use of Google Classroom  Promote cultural awareness and respect by being culturally responsive in classrooms and across the school and value diversity.  Include cultural perspectives and knowledge and understanding of the Treaty of Waitangi in curriculum areas.  Give children an opportunity to visit a Marae and experience correct marae protocol.  Use of Teacher of Maori to teach Te Reo Maori and tikanga in all classrooms  Promote inclusion in the Kapa Haka group.  Continue to ensure transition procedures for students entering and leaving the school are effective.  Include all children irrespective of their gender, cultural background, learning needs in all school activities.  Address learning needs of all students.  Further Inclusiveness Review with students. | Principal  Teaching staff  Principal  Principal  Senior management  Teachers  Yr 7 & 8 teachers  Principal  Yr 7 & 8 Teachers  Principal/BOT  Lead Teachers of IT  BOT  All Staff  Specialist teacher of Maori  All Staff  Principal  All Staff  Specialist teacher of Maori  Principal  All Staff  End of Term 1 | | | | High attendance rates of individual students.  Less absence through overseas trips/holidays during term time.  Students will be confident to discuss issues and make decisions about the direction of their learning.  A higher % of students will remain at Buckland for their Year 7 & 8 years.  A high number of students will receive bronze, silver and gold diplomas.  Stable and relevant infrastructure in place.  Students will be using a range of IT equipment to engage in their learning across the curriculum.  All students will have a respect for different cultures.  Students from different cultural groups will feel valued and be successful learners.  Knowledge of and understanding of the Treaty of Waitangi will increase.  There will be evidence of an increase of Te Reo Maori being spoken.  A marae visit for children in the senior school will take place.  All relevant information will be forwarded to ensure effective transitioning to other schools and be well supported to settle in quickly  The class and school environments will be totally inclusive. | | |  |
| **Strategy 3**  To achieve the school’s vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on the effective management of finance and property with a view to providing resources to promote high achievement and quality learning opportunities. | | | | | | | | | |
| **Strategic Area: School Finance & Property** | | | | | | | | | |
| Goals | Actions | Who/When/Costs | | | | Expected Outcome | | | Review |
| * Operate within annual grants & monitor expenditure * Allocate funds to reflect and support school’s annual plan * Implement an efficient programme of maintenance for school buildings & facilities * Develop school facilities to reflect school priorities * Review Finance & Property policies and procedures | Set and approve annual budget to meet year’s priorities  Provide monthly reports to the Board of Trustees  Work with the school’s accountant and auditor  Maintain asset register  Forward completed  Annual Accounts to the Secretary of Education  On-going maintenance checks and maintenance  Follow 5/10 year property plan  Block 1 & 5 new toilets/ upgrade & modernisation  Playground  Continually upgrade and beautify environment  Work with school’s property consultants on upgrade of Block 1 & toilets  Begin planning for multipurpose building. | Finance Committee  January  Executive Officer  BOT Treasurer  Principal  Executive Officer  May 2016  Costs – Auditor –  $4257 Accountant-  $4500  Insurance - $45000  $305000  Caretaker  BOT Property Person  Principal | | | | Budget will be approved and school’s priorities will be able to be funded.  There will be on-going monitoring of school’s finances and expenditure.  Legal financial requirements will be met.  School buildings and facilities will be maintained to a high standard of health & safety and efficiency.  School grounds will be attractively presented.  Property Plan will be followed.  Block 1 will be modernised to an Innovative Learning Environment. Toilets will be upgraded.  Future proofing of the school will enable the establishment of the multipurpose building.  Finance & Property policies & procedures will be reviewed & updated. | | |  |

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| **Strategy 4**  To achieve the school’s vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on Health and Safety with a view to ensuring a safe and healthy learning environment that supports high achievement and quality learning opportunities. | | | | |
| **Strategic Area: Health & Safety** | | | | |
| Goals | Actions | Who/When/Costs | Expected Outcome | Review |
| * To provide a safe physical and emotional environment for students and adults * To promote with the school community safety issues – road, sun, water, abuse, cybersafety * Review Health & Safety legislation, policy & procedures to meet the requirements of the Health & Safety Act. | Comply with Health & Safety requirements  Regular Heallth & Safety checks on property, facilities, equipment and resources  Staff identification and training of children’s health requirements, first aid and Health & Safety requirements.  Promote safe practices with children and the  school community through class programmes/ involvement in initiatives such as Counties Manukau Sport /Health Promoting Schools/Enviro Group/ newsletter snippets/digital citizenship, etc  Term emergency procedures - fire drills, earthquake, lock down.  Daily swimming pool testing  Use of Effective Behaviour plan & Olympic Values  Review H & S policies & procedures | All staff & children  Caretaker  Principal  BOT Property person  Staff  Staff  Caretaker  All staff  BOT  School Health & Safety officer  HPS team  Health leader  All staff  Outside support agencies.  BOT | The physical and emotional environment will be safe and healthy for all students, adults and visitors to the school.  Students health needs will be met.  Staff and students will be prepared in the case of an emergency.  Swimming pool will be able to be used throughout Terms 1 & 4.  Safe and healthy practices will be evident within and outside the school. Students will be able to make sensible and informed choices. Parents will be given current information.  Health & Safety policies and procedures will be developed and/or updated as the need arises. |  |

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| **Strategy 5**  To achieve the school’s vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on Personnel with a view to ensuring the school is staffed to provide for high achievement and quality learning opportunities. | | | | |
| **Strategic Area: Personnel** | | | | |
| Goals | Actions | Who/When/Costs | Expected Outcome | Review |
| * To ensure staff are providing evidence of their meeting the Professional Standards and the Practicing Teacher Criteria. * Continue to fine-tune the way teachers are keeping evidence and gain confidence in using on-line system. * To provide opportunities for staff PLD. * To appoint staff as necessary to enhance the teaching/learning opportunities of the school. * To ensure effective induction practices take place. * To use outside appraiser to appraise all senior management staff to develop leadership skills further. * To use the COL ‘In-School’ teachers & ‘Across School’ teachers to develop staff further. | * Provide opportunities for PLD for all staff in: literacy, mathematics, Teaching as Inquiry, assessment. * Continue to develop leadership skills in staff. * Provide opportunities for individual PLD as identified during 2016 appraisal. * Provide opportunities for PLD for support staff. * Provide induction and support for newly appointed teachers. * Principal attendance at courses/cluster groups. * Fund appraisal of all senior management staff. * Fund release of teachers to visit other schools to observe effective teaching and learning. | Senior Management team  Principal  Senior Management  Lead Teachers  Throughout 2016  All experienced staff  Principal  Principal  RTLB/RTLit  COL Beacons, Across Schools teachers, principal & COL team. | An efficient appraisal will operate for all staff that links appraisal with targets, student achievement and progress.  All staff will be performing to high standards.  There will be a consistent approach across the school to compiling evidence.  Registered Teacher criteria will be met.  Principal development and senior management staff will continue and will impact positively on school performance.  Support staff will develop skills and knowledge to use to enhance and support student learning.  Teachers will have visited other schools to observe effective teaching/learning. |  |

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| **Strategy 6**  To achieve the school’s vision of engaging all students fully in a wide range of learning experiences to prepare them for the challenges of the future the Board will place priority on community engagement with a view to encouraging partnership between home and school which is vital in achieving high achievement and quality learning opportunities for students. | | | | |
| **Strategic Area: Community Engagement** | | | | |
| Goals | Actions | Who/When/Costs | Expected Outcome | Review |
| * To place priority on parent engagement, understanding, support and participation in the school. * Conduct any BOT Elections should there be a vacancy. Provide opportunity for BOT training * Work towards achieving the goals of the Hautu action plan * Communicate and encourage community involvement in school events. * BOT to conduct any necessary community surveys and analyse and communicate results and formulate goals around these. * Comply with current legislation through policy and procedures | Staff to be approachable and good listeners.  Continue to promote and develop further the use of website with school community to promote school events, information, involvement in groups, etc.  BOT to hold a whanau BBQ/Sports evening.  BOT to circulate term newsletters by paper and on the website.  Follow requirement for carrying out any BOT elections. Promote training opportunities with BOT members  Promote parental & whanau involvement in school events  Provide opportunities for parents to be involved in finding out how they can help their children – Reading Together courses, mathematics courses.  Encourage attendance at parent meetings, 3 way conferences.  Encourage parent/whanau involvement on EOTC activities, camps, trips, sports events.  Staff to work closely with PTA, AG Day committee & BOT.  Complete Charter/ Strategic Plan, analysis of variance and send to Secretary of Education by 1 March 2017.  Survey school community on Charter & Strategic Plan for 2018 – 2020 and any other issues that arise over the year. | All staff  Principal  Staff  Students  BOT  PTA  Each term  Early term 1  Throughout year  June/July  As per schedule  As necessary/ available  Throughout year  March 2017  Nov/Dec 2017 | Parents/whanau will approach the school staff on issues and feel listened to and valued.  The website will be used extensively by the school community to inform and educate.  School events will be well supported.  The community will be represented by a full BOT who will be knowledgeable about their roles and responsibilities.  The Maori community will be represented on the BOT.  Courses offered by the school will be well attended.  School meetings and student lead conferences will be an effective way of informing parents and whanau of expectations and student progress and achievement.  PTA & BOT & AG Day committee will work in partnership for the benefit of the school.  All current legislation around planning and reporting will be completed in a timely way. |  |