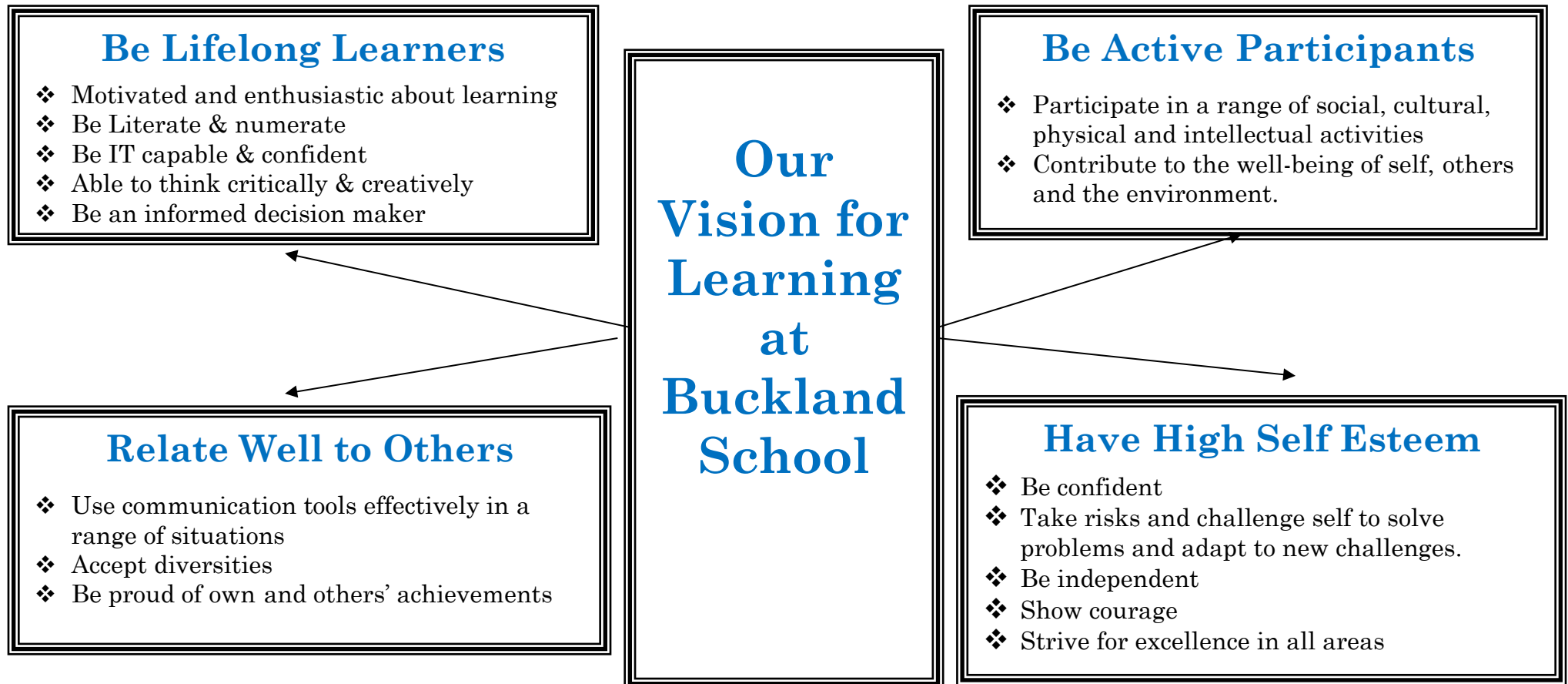


*School Charter  
Strategic and  
Annual Plan  
For Buckland School  
2018 - 2020*

## 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.**



## 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

## 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

## 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 use teacher strengths in 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.

## Baseline Data – Historical Position

<b>Students' Learning</b>	<b>2017 National Standards Reporting</b>					
	<b>Reading</b>	<b>Student % At or Above Standard</b>	<b>Mathematics</b>	<b>Student % At or Above Standard</b>	<b>Writing</b>	<b>Student % At or Above Standard</b>
	All Students	80%	All Students	85%	All Students	80%
	Maori	62.6%	Maori	75%	Maori	64.6%
	Pasifika	71.4%	Pasifika	85.7%	Pasifika	71.4%
	Asian	83.4%	Asian	88.9%	Asian	83.3%
	European	84.4%	European	86.9%	European	83.8%
	Male	78.3%	Male	86.6%	Male	76.1%
	Female	81.7%	Female	83.2%	Female	84%
<p>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 slightly higher for males.</p> <p>Our Pasifika students (7) are achieving well in maths but several continue to need support in reading and writing. This year the data shows our Maori students (48) are below other groups identified. This is partly due to new students who joined the school over the year. In all areas 80% or more of our students are achieving at or above. The majority of our Asian students (18) are meeting standards. Buckland School joined a Kahui Ako (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. 2017 was the initial year with across and within school teachers underway with Professional Learning which has been supported by external facilitators.</p>						
<b>Student Engagement, Inclusion and Transition</b>	<p>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.</p>					
	<p>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.</p>					
	<p>Student engagement and Student Agency is high. Students are engaged and included in making decisions about the direction of their learning. This will continue to be a focus for teachers in 2018.</p>					
	<p>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.</p>					
	<p>Year 7 &amp; 8 students are given many opportunities to develop leadership skills and be good role models for junior students.</p>					

	<p>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.</p> <p>There is a close relationship with our local intermediate where Year 7 &amp; 8 students attend technology classes. Information is passed on, although this is an area that needs improving.</p> <p>Work on improving transitions within the school took place in 2017 with time allocated for teachers to sit with each other and discuss students prior to the end of the year. Teachers have also been involved in professional development to question their practice around the development of Culturally Responsive Initiatives. Staff from Buckland also visit preschool facilities and preschool education facilities have also visited over the year. 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 2017.</p>
<b>School Organisation and Structures</b>	<p>During 2017 the school operated two syndicates – junior Yrs 1 – 3, senior Yrs 4 – 8 in ten classes. This included an Innovative Learning Space which had two teachers working together. The management team comprises of the Principal and two D.P.s.</p> <p>There are high levels of staff commitment and performance. Professional development reflects both the school and individual staff priorities.</p> <p>The school is well resourced. Grounds and buildings are well maintained and attractive. The remodelling project of Block One was stalled but is scheduled for completion early in 2018.</p> <p>The school funded Chrome books, Ipads and computers for use across the school. Google Docs/Classroom and Hapara were also used with Yr 4 – 8 students. Teachers and students embraced the use of Google Docs and Hapara. This will continue to be a focus in 2018.</p> <p>There is excellent support from whanau and the community for school events and activities. A committed Board and AG Day committee have operated. The PTA was revived and there is now enthusiastic groups of parents supporting fundraising events. Opportunities were given for parent education to assist them to help their children at home in mathematics and literacy.</p> <p>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.</p> <p>A safe physical and emotional environment for students and adults is provided.</p> <p>On-going review of policies and procedures is based on a three year cycle.</p> <p>The school complies with legislation.</p>
<b>Review of Charter &amp; Consultation</b>	<p>Formal consultation through a parent survey on Mathematics and a BOT community survey on a wide range of areas took place during 2017.</p> <p>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 the use of IT across the curriculum, review of ALiM programme and Reading Recovery, PAT results, Star, E-Asttle Reading and Writing, National Standards were undertaken by staff in 2017 and were reported to the Board of Trustees. Recommendations will be acted on in 2018. Several curriculum reviews have also been undertaken and reported to the Board.</p> <p>The Board of Trustees also undertook a Climate Survey for Staff and an action plan resulted that has been implemented.</p>

Maori and Pasifika parents were invited to a formal meeting. On-going face to face consultation also took place. A teacher of Maori was employed for one term, she worked with all classes and children on promoting how te reo and tikanga Maori could be promoted further. Unfortunately due to staff changes this programme was unable to be continued. A number of opportunities through other curriculum areas were undertaken to promote Maori cultural understandings, e.g. camps, EOTC weeks.

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

<u>Strategic Goals</u>		<u>Core Strategies for Achieving Goals</u>		
		<u>2018</u>	<u>2019</u>	<u>2020</u>
<b><u>Students' Learning and Achievement</u></b>	<ul style="list-style-type: none"> <li>To focus on student learning outcomes with the view to high achievement and quality learning opportunities.</li> <li>To improve outcomes for all students, particularly Maori, Pasifika and children with special needs.</li> <li>To accelerate progress of students performing below expectations.</li> <li>To promote Te Reo Maori and Tikanga</li> <li>To review assessment, recording and reporting methods of achievement and progress (since the abolishment of National Standards)</li> <li>To lift teacher confidence and capability with; moderation, administering assessments for learning, and analysing data to ensure targeted teaching and learning programmes are in place.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed effective teaching practices and Inquiry teaching in Mathematics, and Literacy, particularly writing to lift achievement of our target learners.</li> <li>Set school and class targets for our Maori, Pasifika and Asian students.</li> <li>Set school targets in Writing for students who are performing below expectations in line with Kahui Ako goals.</li> <li>Schoolwide development in writing.</li> <li>Continue to promote the use of Maori language in all classrooms in the school. Reinstate the kapa haka group.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement data linked to performance management and individualized targets.</li> <li>Targets set in Mathematics and Literacy</li> <li>Continue to enhance E-AsTTle assessment processes, along with other assessment tools including PACT.</li> <li>School-wide review of The Arts</li> </ul>	<ul style="list-style-type: none"> <li>Targets set in Mathematics and Literacy</li> <li>Continue to enhance assessment processes, along with other assessment tools.</li> <li>School-wide review of IT use across the curriculum/Google Classroom</li> </ul>

	<ul style="list-style-type: none"> <li>• To be a member of the local Pukekohe Kahui Ako, working on lifting achievement of all students in the Kahui Ako through sharing of resources and implementing advice for Kahui Ako across and within school roles.</li> <li>• To continue to use a range of IT resources across the school and in particular in the senior/middle school to support learning across all curriculum areas.</li> <li>• Review Curriculum Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Review recording and reporting methods of achievement and progress.</li> <li>• Continue to use a range of assessment tools, including PACT and moderation.</li> <li>• School-wide review of Learning Pathways – Science/SS</li> <li>• Review Curriculum Policies and procedures</li> </ul>		
<p><b><u>Student Engagement, Inclusion &amp; Transition</u></b></p>	<ul style="list-style-type: none"> <li>• To ensure a high level of student engagement in all aspects of their learning.</li> <li>• To promote and affirm students' identity, language and culture, particularly for Maori and those from other cultures.</li> <li>• To retain our Year 6 students for Years 7 &amp; 8.</li> <li>• To ensure effective transition within our school and between other local schools for students.</li> <li>• To ensure the school is a fully Inclusive School.</li> <li>• Review School Values</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the special character of the school – full primary.</li> <li>• Provide PD for staff around Cultural Responsiveness.</li> <li>• Implement agreed strategies to improve programmes for Year 7 &amp; 8 students.</li> <li>• Ensure transition procedures with all preschool, intermediates and colleges are effective.</li> <li>• Continue to fine-tune transition practices across the school.</li> <li>• Continued development, knowledge and confidence to use Te Reo and tikanga, throughout the school with staff and students.</li> <li>• Build further on the liaison with the local marae and Maori community.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue promoting the school in the community and the wider community.</li> <li>• Continue the embedding, development and review of Te Reo Maori and tikanga, and support new staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue ensuring high attendance rates</li> <li>• Continue to liaise with local preschools and colleges.</li> <li>• Continue to foster cultural respect and understanding through involvement in a wide range of groups within the community.</li> </ul>

		<ul style="list-style-type: none"> <li>Continue to increase the depth of use of IT resources to engage students.</li> <li>Promote inclusiveness.</li> <li>Principal to be part of Kahui Ako Transition Workstream</li> </ul>		
<b><u>School Finance &amp; Property</u></b>	<ul style="list-style-type: none"> <li>Operate within annual grants &amp; monitor expenditure</li> <li>Allocate funds to reflect and support school's annual plan</li> <li>Implement an efficient programme of maintenance for school buildings &amp; facilities</li> <li>Develop school facilities to reflect school priorities</li> <li>Review Finance &amp; Property policies &amp; procedures as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Set and approve annual budget to meet year's priorities</li> <li>Maintain asset register</li> <li>Provide monthly reports</li> <li>On-going maintenance checks and maintenance</li> <li>Follow the 5/10 year property plan in relation to the building programme.</li> <li>Continually upgrade and beautify environment. Carry out maintenance on trees and grounds.</li> <li>Complete up-grade of block one and toilets</li> <li>Complete the installation of the new school signage.</li> <li>Continue to investigate the building of a Multipurpose block.</li> </ul>	<ul style="list-style-type: none"> <li>Review the progress made in implementing the property plan</li> </ul>	<ul style="list-style-type: none"> <li>Carry out projects as identified in the property plan.</li> </ul>
			<ul style="list-style-type: none"> <li>Carry out projects as identified in the property plan.</li> </ul>	<ul style="list-style-type: none"> <li>Review Finance &amp; Property policies &amp; procedures</li> </ul>
<b><u>Health &amp; Safety</u></b>	<ul style="list-style-type: none"> <li>To provide a safe physical and emotional environment for students and adults</li> <li>To promote with the school community safety issues – road, sun, water, abuse, cybersafety</li> </ul>	<ul style="list-style-type: none"> <li>Comply with Health &amp; Safety requirements</li> <li>Employ an emergency firm to review procedures and upskill staff and students in preparation for a range</li> </ul>	<ul style="list-style-type: none"> <li>Consult on Health programmes</li> </ul>	<ul style="list-style-type: none"> <li>Review Health &amp; Safety policies and procedures</li> </ul>



	<ul style="list-style-type: none"> <li>Review Health &amp; Safety policies &amp; procedures ensuring they meet the requirements of the Health &amp; Safety Act.</li> </ul>	<ul style="list-style-type: none"> <li>of emergencies including lock-down.</li> <li>Promote safe practices with children and the school community.</li> <li>Promote inclusiveness.</li> <li>Review of Health &amp; Safety Policies and procedures as necessary</li> <li>Regular emergency drills are carried out.</li> <li>Regular checks on H &amp; S practices, equipment, etc.</li> </ul>	   	
<b><u>Personnel</u></b>	<ul style="list-style-type: none"> <li>To ensure staff are providing evidence of their meeting the Code of Professional Responsibility and the Standards for the Profession.</li> <li>To provide opportunities for staff PLD.</li> <li>To provide a programme of support for Beginning Teachers</li> <li>To appoint staff as necessary to enhance the teaching/learning opportunities of the school.</li> <li>To ensure effective induction practices take place for new staff</li> <li>To use external appraisal to appraise and develop senior leadership team further.</li> <li>To use the Kahui Ako 'In-School' teachers &amp; 'Across School' teachers to develop staff further.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for PLD for all staff in: literacy, mathematics, IT, Teaching as Inquiry,</li> <li>Continue to develop leadership skills in staff.</li> <li>Provide opportunities for Teacher Aides and other support staff.</li> <li>Provide PLD for Kahui Ako Beacons</li> <li>Fund appraisal by outside appraiser of all senior leadership staff</li> <li>Fund release of teachers to visit other schools to observe effective teaching and learning.</li> <li>Continue to focus on having a positive staff climate that promotes respect and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry teaching across the curriculum linked to performance appraisal targets.</li> <li>PLD provided to meet school targets.</li> <li>Appoint highly effective teaching and support staff.</li> <li>Review personnel policies and procedures</li> </ul>  	<ul style="list-style-type: none"> <li>Inquiry teaching across the curriculum linked to performance appraisal targets.</li> </ul>

	<ul style="list-style-type: none"> <li>To continue to work on the Staff Climate survey goals.</li> </ul>			
<b><u>Community Engagement</u></b>	<ul style="list-style-type: none"> <li>To place priority on parent engagement, understanding, support and participation in the school.</li> <li>Conduct any BOT Elections should there be a vacancy. Provide opportunity for BOT training</li> <li>Work towards achieving the goals of the Hautu action plan</li> <li>Communicate and encourage community involvement in school events.</li> <li>Communicate school curriculum, resources, programmes to whanau member and wider community. (To address issues commented on during 2017 BOT survey and give parents more knowledge of what the school provides)</li> <li>BOT to conduct any necessary community surveys and analyse and communicate results and formulate goals around these.</li> <li>Comply with current legislation through policy and procedures.</li> <li>Review the format of Individual children's reports since the abolishment of National Standards</li> <li>Review Legislation policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote use of website and Skool App with school community and add to this on a regular basis.</li> <li>Use the electronic sign to engage and communicate to parents and community.</li> <li>Continue to provide term BOT newsletters to the community.</li> <li>Complete Charter/ Strategic Plan, analysis of variance and send to Secretary of Education by 1 March.</li> <li>Complete the actions identified in the Hautu plan.</li> <li>Promote parental &amp; whanau involvement in school events</li> <li>Communicate more frequently through newsletters: school curriculum, resources, programmes.</li> <li>Revise report formats and organise MUSAC to implement changes</li> <li>Support the PTA and AG Day committee in their fundraising efforts.</li> <li>Consult with community of Bible in Schools programme.</li> </ul>	<ul style="list-style-type: none"> <li>Keep school website up to date.</li> <li>Survey parents on activities they would like to be involved in.</li> <li>Survey/ consult on Charter &amp; Strategic Plan</li> <li>Review Legislative policies and procedures as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Survey/ consult on Charter &amp; Strategic Plan</li> </ul>

- Review Legislative policies and procedures.

## Annual Section

### 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
<ul style="list-style-type: none"> <li>• To focus on student learning outcomes with the view to high achievement and quality learning opportunities.</li> <li>• To improve outcomes for all students, particularly Maori, Pasifika and children with special needs.</li> <li>• To accelerate progress of students performing below expectations.</li> <li>• To review assessment, recording and reporting methods of achievement and progress (since the abolishment of National Standards)</li> <li>• To lift teacher confidence and capability with; moderation, administering assessments for learning, and analysing data to ensure targeted teaching and learning programmes are in place.</li> <li>• To be a member of the local Pukekohe Kahui Ako, working on lifting achievement of all students in the Kahui Ako through sharing of resources and implementing</li> </ul>	<p>Embed Inquiry teaching in Mathematics, and Literacy to lift achievement of our target learners.</p> <p>Restructure of school into teams: Yr 1 / 2, Yr 3 / 4, Yr 5/6, Yr 7/8 and to review outcomes</p> <p>On-going monitoring of individuals and groups and analysis of individual and group information.</p> <p>Identify target students in reading, writing and mathematics.</p> <p>Set school targets in Writing for students who are performing below expectations.</p> <p>Inclusion in ALL contract with a focus on writing. Provide opportunities to operate ALL groups with specialist teachers</p> <p>Assessment processes are triangulated so that OTJs are moderated effectively.</p>	<p>Staff</p> <p>Staff/Kahui Ako Beacons/ Identified needs group/SENCO</p> <p>Principal &amp; Staff</p> <p>Lead teachers Budget holders</p> <p>Staff with ESOL students, teacher aides, SENCO, specialist teachers</p> <p>Lead Teachers of Writing and Maths/SITeam/ALL teachers RR teacher Staff</p>	<p>High achievement rates of students</p> <p>Quality learning opportunities offered to all.</p> <p>Inclusive practices evident.</p> <p>Accelerated progress for those identified.</p> <p>New students will have gaps identified and filled so that accelerated progress over the years in literacy and numeracy will take place.</p> <p>Up to date resources available to meet needs of students.</p> <p>Special needs and GATE students supported in their learning</p> <p>Small groups operating with ALL resourcing</p> <p>Staff knowledge gained during ALL &amp; through Kahui Ako shared with others.</p>	

<p>advice for Kahui Ako across and within school roles.</p> <ul style="list-style-type: none"> <li>To continue to use a range of IT resources across the school and in particular in the senior/middle school to support learning across all curriculum areas.</li> <li>To promote Te Reo Maori and Tikanga</li> <li>Review Curriculum Policies and Procedures</li> </ul>	<p>Provide opportunities for use of PACT in Writing as well as Mathematics.</p> <p>Embed support and processes for at risk and GATE students.</p> <p>Purchase further maths/literacy resources and equipment.</p> <p>Be fully involved in the local Kahui Ako Writing Workstream by taking part in meetings, courses, sharing of ideas, observations and modelling.</p> <p>Capitalize on staff strengths to work with students.</p> <p>On-going review of IT across the curriculum and new resources</p> <p>Form an IT Lunchtime club</p> <p>Continue to promote the use of Maori language in all classrooms in the school through funding and use of teacher strengths.</p> <p>Promote Kapa Haka involvement</p> <p>School-wide reviews of reading/maths/writing assessments</p> <p>Staff/BOT review of curriculum policies and procedures.</p>	<p>All staff/SENCO/SLT</p> <p>\$8500</p> <p>Kahui Ako Across School &amp; Within School Beacons, teachers, SLTeam.</p> <p>The IT Lead Teachers</p> <p>Teacher(s) who have responsibility for Maori and All Staff</p> <p>SLTeam members</p> <p>Term 3 2018</p>	<p>Effective teaching practices will be evident across the school and able to be shared with other teachers in the Kahui Ako to lift achievement levels.</p> <p>Staff confident in making Achievement and progress judgements that can be supported by evidence. Consistent administration and marking of assessments across the school/Kahui Ako schools</p> <p>Maori Students will be achieving success as Maori. (See Hautu goal)</p> <p>IT resources purchased throughout year. Children sharing IT expertise</p> <p>BOT presented with reviews in reading, writing, mathematics.</p> <p>Curriculum Policies and procedures will be reviewed and updated</p>	
---	--	---	--	--

## Improvement Plan/Target – Strategic Area: Student Learning and Achievement - Writing

- **Strategic Goals:** To improve the teaching of writing across the school through developing teacher pedagogical content knowledge and evaluative and assessment capability in writing.  
To improve outcomes for all students, particularly Maori, Pasifika, Asian and children with Special Needs in Writing.  
To accelerate progress of students performing below expectations in writing

<b>Annual Goals:</b> <ul style="list-style-type: none"> <li>• To have a consistent approach to the teaching of writing across the school.</li> <li>• To increase the engagement and enthusiasm of students for writing</li> <li>• To ensure students know the purpose for writing and are confident to share their writing.</li> </ul>	<b>Annual Target:</b> Students who are below the standard in 2017 will make accelerated progress in relation to the Writing progressions. To increase the number of students achieving the Curriculum Levels in relation to their Year Level.
--	--

### Baseline Data: 2017

Writing	Student % At or Above Standard		Student % At or Above Standard
All Students	80%	European	83.4%
Maori	62.6%	Male	76.1%
Pasifika	71.4%	Female	84%
Asian	83.3%		

### Key Improvement Strategies

Actions	Who	When	Resourcing	Indicators of Progress
Gather teacher, student and parent voice about Writing and analyse surveys. 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 an Inquiry which is evaluated Identified Literacy teachers, RR teacher & Kahui Ako Beacons who will provide ideas and support for targeted instruction to students identified. Work with other Kahui Ako Beacons, Across School Kahui Ako teachers and external facilitators. Tracking of students and discussion during team meetings at least twice a term to monitor progress of target students & plan remedial actions, effective teaching of writing School-wide professional development for all staff to lift effectiveness of teaching writing to meet student's specific needs and develop a consistent approach to the teaching of writing across the school. Continue to unpack the Literacy Progressions, Writing Hives & planning sheets, and PACT writing tool. Moderation of E-AsTTle marking templates and results to ensure school-wide consistency in teams and staff meetings. 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 Literacy Progressions 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	Classroom Teachers  Lead Teachers of Literacy  Kahui Ako Beacons  Students  Principal Lead Teachers Leadership team	February  Term 1 & 2  Twice a term  Staff meetings  Team 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 and can articulate changes they have made in their practice.  Parents and family are involved in supporting their children's progress in writing  The goals have been met and students have made accelerated progress.

Principal/Lead teacher involvement in local Kahui Ako goals/implementation, for area. Use of new IT resources/Google Classroom to promote engagement in writing (particularly for boys) Use of Expertise teacher & T.A. to work alongside and encourage and support students experiencing difficulties, Maori students, students from other cultures and ESOL students.	Expert Teacher / T.A.s			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
<ul style="list-style-type: none"> <li>To ensure a high level of student engagement in all aspects of their learning.</li> <li>To retain our Year 6 students for their Intermediate years.</li> </ul>	Continue to inform parents of the need for high attendance rates and requirements for taking children out of school during term times.	Principal Teaching staff	High attendance rates of individual students.	
	Reward high attendance at school prize-givings with awards.	Principal	Less absence through overseas trips/holidays during term time.	
	Encourage Student voice in school matters through the school council and leadership opportunities.	Principal Senior management	Students will be confident to discuss issues and make decisions about the direction of their learning.	
	Encourage students to own and make decisions about the direction of their learning through the use of 'bubbles', 'stars' 'hives' etc	Teachers		
	Provide Careers Education for Yr 7 & 8 students.	Yr 7 & 8 teachers	A higher % of students will remain at Buckland for their Year 7 & 8 years.	
	Implement agreed strategies to improve programmes for Year 7 & 8 students.	Principal Yr 7 & 8 Teachers	A high number of students will receive bronze, silver and gold diplomas.	
	Use rubrics each term with students and award Yr 7 & 8 Diplomas at the end of the year.	Principal/BOT		

<ul style="list-style-type: none"> <li>To promote and affirm students' identity, language and culture, particularly for Maori and those from other cultures.</li> <li>To ensure effective transition within our school and between other local schools for students.</li> <li>To ensure the school is a fully Inclusive School.</li> </ul>	<p>Promote the special character of the school – full primary through the school website, comments in newsletter and in local papers.</p> <p>Continue to increase the availability, stability and use of efficient IT resources to engage students.</p> <p>Promote cultural awareness and respect by being culturally responsive in classrooms and across the school and value diversity.</p> <p>Include cultural perspectives and knowledge and understanding of the Treaty of Waitangi in curriculum areas.</p> <p>Provide Professional Development for staff around Cultural Responsiveness and Relational Pedagogy.</p> <p>Promote inclusion in the Kapa Haka group.</p> <p>Build further on the liaison with the local marae and Maori community.</p> <p>Provide opportunities for staff to discuss students prior to the beginning of a new year.</p> <p>Continue to ensure transition procedures for students entering and leaving the school are effective.</p> <p>Principal involvement in Kahui Ako Transition Workstream and sabbatical.</p> <p>Include all children irrespective of their gender, cultural background,</p>	<p>Lead Teachers of IT BOT</p> <p>All Staff Specialist teacher of Maori</p> <p>All Staff</p> <p>Principal All Staff</p> <p>Principal</p> <p>All Staff</p>	<p>Stable and relevant infrastructure in place. Students will be using a range of IT equipment to engage in their learning across the curriculum.</p> <p>All students will have a respect for different cultures. Students from different cultural groups will feel valued and be successful learners.</p> <p>Knowledge of and understanding of the Treaty of Waitangi will increase.</p> <p>There will be evidence of an increase of Te Reo Maori being spoken.</p> <p>A marae visit for children will take place.</p> <p>A Kapa Haka group will operate.</p> <p>All relevant information will be forwarded to ensure effective transitioning to other schools and students will be well supported to settle in quickly</p> <p>The class and school environments will be totally inclusive.</p>	
--	--	---	--	--

	<p>learning needs in all school activities.</p> <p>Address learning needs of all students.</p> <p>Further Inclusiveness Review with students.</p> <p>Review of School Values – staff, students, whanau</p>	End of Term 3		
--	--	---------------	--	--

### **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
<ul style="list-style-type: none"> <li>Operate within annual grants &amp; monitor expenditure</li> <li>Allocate funds to reflect and support school's annual plan</li> </ul>	Set and approve annual budget to meet year's priorities	Finance Committee January	Budget will be approved and school's priorities will be able to be funded.	
	Provide monthly reports to the Board of Trustees	Executive Officer BOT Treasurer	There will be on-going monitoring of school's finances and expenditure.	
	Work with the school's accountant and auditor	Principal Executive Officer	Legal financial requirements will be met.	
	Maintain asset register	May 2018 Costs – Auditor – \$4500 Accountant- \$4500		
	Forward completed Annual Accounts to the Secretary of Education			
<ul style="list-style-type: none"> <li>Implement an efficient programme of maintenance for school buildings &amp; facilities</li> </ul>	On-going maintenance checks and maintenance	Insurance - \$5400	School buildings and facilities will be maintained to a high standard of health & safety and efficiency.	
	Follow 5/10 year property plan Block 1 & 5 new toilets/ upgrade & modernisation/staff toilets & shower Swimming pool shade, storage	\$385000  Caretaker BOT Property Person	School grounds will be attractively presented.	



<ul style="list-style-type: none"> <li>Develop school facilities to reflect school priorities</li> </ul>	<p>Continually upgrade and beautify environment</p> <p>Work with school's property consultants on upgrade of Block 1 &amp; toilets</p> <p>Begin planning for multipurpose building.</p> <p>Explore the purchasing of the church grounds further.</p>	Principal	<p>Property Plan will be followed.</p> <p>Block 1 will be modernised to an Innovative Learning Environment. Toilets will be upgraded.</p> <p>Future proofing of the school will enable the establishment of the multipurpose building.</p> <p>Finance &amp; Property policies &amp; procedures will be reviewed &amp; updated if necessary</p>	
<ul style="list-style-type: none"> <li>Review Finance &amp; Property policies and procedures as necessary</li> </ul>				

#### **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
<ul style="list-style-type: none"> <li>To provide a safe physical and emotional environment for students and adults</li> </ul>	<p>Comply with Health &amp; Safety requirements</p> <p>Regular Health &amp; Safety checks on property, facilities, equipment and resources</p> <p>Staff identification and training of children's health requirements, first aid and Health &amp; Safety requirements.</p> <p>Employ an Emergency firm to review procedures and upskill staff and students in a range of emergencies including lock-down.</p>	<p>All staff &amp; children</p> <p>Caretaker Principal BOT Property person</p> <p>Staff</p> <p>Staff</p> <p>All staff/Students/Parents \$3500</p>	<p>The physical and emotional environment will be safe and healthy for all students, adults and visitors to the school.</p> <p>Students health needs will be met.</p> <p>Staff and students will be prepared and know what to do in the case of an emergency.</p>	

<ul style="list-style-type: none"> <li>To promote with the school community safety issues – road, sun, water, abuse, cybersafety</li> </ul>	<p>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, swimming lessons, etc</p> <p>Term emergency procedures - fire drills, earthquake, lock down.</p> <p>Daily swimming pool testing</p> <p>Use of Effective Behaviour plan &amp; Olympic Values</p>	<p>All Staff</p> <p>BOT</p> <p>School Health &amp; Safety officer</p> <p>HPS team</p> <p>Health leader</p> <p>All staff</p> <p>Outside support agencies.</p> <p>BOT</p>	<p>Swimming pool will be able to be used throughout Terms 1 &amp; 4.</p> <p>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.</p>	
<ul style="list-style-type: none"> <li>Review Health &amp; Safety policy &amp; procedures to meet the requirements of the Health &amp; Safety Act (as necessary)</li> </ul>	<p>Review H &amp; S policies &amp; procedures as necessary</p>		<p>Health &amp; Safety policies and procedures will be developed and/or updated as the need arises.</p>	

### **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
<ul style="list-style-type: none"> <li>To ensure staff are providing evidence of meeting the Code of Professional Responsibility and the Standards for the Profession including Appraisal.</li> <li>To provide opportunities for staff PLD.</li> <li>To appoint staff as necessary to enhance the teaching/learning opportunities of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for PLD for all staff in: literacy, mathematics, Teaching as Inquiry, IT, Assessment.</li> <li>Continue to develop leadership skills in staff.</li> <li>Provide opportunities for individual PLD as identified during 2017 appraisal and 2018 goal setting.</li> </ul>	<p>Senior Leadership team</p> <p>Principal</p> <p>Senior Leadership team</p> <p>Teachers</p> <p>Throughout 2018</p> <p>All experienced staff</p> <p>Principal</p>	<p>An efficient appraisal will operate for all staff that links appraisal with targets, student achievement and progress.</p> <p>All staff will be performing to high standards.</p> <p>There will be a consistent approach across the school to compiling evidence.</p>	



<ul style="list-style-type: none"> <li>• Work towards achieving the goals of the Hautu action plan</li> <li>• Communicate and encourage community involvement in school events.</li> <li>• Communicate school curriculum, resources, programmes to whanau member and wider community. (To address issues commented on during 2017 BOT survey and give parents more knowledge of what the school provides)</li> <li>• BOT to conduct any necessary community surveys and analyse and communicate results and formulate goals around these.</li> <li>• Review reporting to parents since the abolishment of National Standards</li> <li>• Comply with current legislation through policy and procedures.</li> </ul>	<p>BOT to hold a whanau BBQ/Sports evening.</p> <p>BOT to circulate term newsletters by paper and on the website.</p> <p>Follow requirement for carrying out any BOT elections. Promote training opportunities with BOT members</p> <p>Promote parental &amp; whanau involvement in school events</p> <p>Provide opportunities for parents to be involved in finding out how they can help their children – Reading Together courses, mathematics courses, literacy meetings.</p> <p>Provide support for parents in helping their children with digital citizenship.</p> <p>Encourage attendance at parent meetings, 3 way conferences.</p> <p>Revise report formats and organise MUSAC to implement changes</p> <p>Provide opportunities through Open Days for parents to view school in operation. Encourage parent/whanau involvement on EOTC activities, camps, trips, sports events.</p> <p>Staff to work closely with PTA, AG Day committee &amp; BOT.</p> <p>Complete Charter/ Strategic Plan, analysis of variance and send to Secretary of Education by 1 March 2018.</p>	<p>Each term</p> <p>Early term 1</p> <p>Throughout year</p> <p>June/July</p> <p>As per schedule</p> <p>As necessary/ available</p> <p>Throughout year</p> <p>March 2018</p> <p>Nov/Dec 2018</p> <p>Nov 2018</p>	<p>School events will be well supported.</p> <p>The community will be represented by a full BOT who will be knowledgeable about their roles and responsibilities.</p> <p>The Maori community will be represented on the BOT.</p> <p>Courses offered by the school will be well attended.</p> <p>School meetings and student lead conferences will be an effective way of informing parents and whanau of expectations and student progress and achievement.</p> <p>PTA &amp; BOT &amp; AG Day committee will work in partnership for the benefit of the school.</p> <p>All current legislation around planning and reporting will be completed in a timely way.</p> <p>A decision on the continuation (or not) of the Bible in Schools</p>	
---	--	---	--	--

<ul style="list-style-type: none"> <li>Review Legislation policies and procedures</li> </ul>	<p>Consult with school community on Charter &amp; Strategic Plan for 2019 – 2021 and any other issues that arise over the year.</p> <p>BOT will survey parents on the continuation or not of Bible in School programme</p> <p>Review legislation policies and procedures.</p>	<p>Term 2 2018</p>	<p>Programme will be made prior to the end of the year.</p> <p>Legislative policies and procedures will be reviewed.</p>	
--	---	--------------------	--	--