









**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.**





















**–** The curriculum supp

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**Baseline Data – Historical Position**

| **Students’ Learning** | | **2022 Curriculum Expectation Reporting** | | | | | | | --- | --- | --- | --- | --- | --- | | **Reading** | **Student % At or Above Expected Curriculum level** | **Mathematics** | **Student % At or Above Expected Curriculum level** | **Writing** | **Student % At or Above Expected Curriculum level** | | All Students Yr 1-8 | 73% (52%- 2021) | All Students  Yr 1-8 | 79% (51.5% - 2021) | All Students  Yr 1-8 | 72% (33% - 2021 | | Staff worked hard in supporting children to make accelerated progress to make up the losses that many had experienced, resulting from the impact of COVID-19 over the previous two years. There were however, a few children whose irregular attendance (due to Covid and other issues) influenced their progress across the curriculum due to a loss of consistent teaching. Teachers and parents/whanau did an amazing job in supporting students to experience a wide range of learning opportunities such as EOTC and sports activities that they had missed over the previous two years.  Opportunities for parents to view student learning and progress included: class parent meetings, two formal written reports.. An Open Day and three way conferences were able to take place with the majority of whanau attending. Teachers continued to have contact with parents via phone, emails, informal & formal meetings. In addition, a number of the junior teachers and parents used Class Do-Jo to keep information of children’s learning and class information flowing two ways. Parents were also encouraged to contact teachers to discuss their child’s learning at other times. Teachers involved in ESL had formal and informal meetings with parents of children involved. IEP meetings with parents of Additional Needs students were frequent.  Teachers are very aware that a continuing focus in 2023 on relationships and using whanau aspirations and information to identify strengths and needs of children in the basic curriculum, social and emotional areas will be necessary. Targeted instruction and effective teaching will be required to meet these needs and continue the rate of progress to reach and exceed expectation levels. | | | | | | |
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| **Student Engagement, Inclusion and Transition** | As expected COVID-19 continued to have an influence on attendance rates (particularly where families had a member who was at higher risk.) The average attendance rate across the school was …% for the year. More occasional absences were evident in some children. These absences interrupted learning for them which resulted in less progress across the year due to missed learning opportunities and consistencies of programmes.  All attendance concerns are addressed by senior management as are any issues with lateness. The attendance service was involved with one family. Reminders to have children at school and ready to learn prior to the 8.50 a.m. handbell are given. Parents were encouraged to continue promoting independence in their children. Parents are generally very good with informing the office through emails, voice mail or App when students will be absent. Those who do not, receive phone calls from staff. Late arrivals are recorded on the student management system.  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 2023.  Students have numerous opportunities for student voice within their classroom and the school. A school council operated throughout the year where student representatives shared class views and concerns. Students are very confident to participate in a wide range of sporting, cultural and academic activities. During 2022 student voice was on-going with extra views obtained from Year 3 - 8 students during a well-being survey and work with our PLD facilitator on what they value when learning.  Year 7 & 8 students are given many opportunities to develop leadership skills and be good role models for younger students. These opportunities included: Cool School mediators, running a Breakfast Club, running assemblies, prefects, house leaders, road patrol, and working with younger students in a wide range of activities. Year 7 & 8 students carried out their responsibilities well during the year.  Transition practises e.g. visits, with Pukekohe High and Intermediate Schools and Tuakau College, discussions with teachers of the new school passing on of academic progress charts, took place. Meetings for additional needs students and visits also took place.  School-wide transition practices include the opportunity for teachers to discuss students prior to the end of the year. The normal visits by students to meet their new teacher and class members at the end of the year took place. Throughout the year (when able) staff from Buckland visited preschool facilities and preschool education facilities also visited. New entrant children completed some school visits prior to starting school. A parent session on preparing students for school took place at the end of the year. The school provided every opportunity for all students to be included in school and class events and activities and supported additional needs students to be part of overnight camps. |
| **School Organisation and Structures** | During 2022 the school continued with the team approach with three teams operating: Yr 0 – 2, Yr 3 – 4/5, Yr 5 – 8. Three of the teachers in the Yr 0 – 2 team worked together in an Innovative Learning Space. The leadership team comprises the Principal and two D.P.s. Leadership opportunities for other staff have been provided through: Within School Kahui Ako roles – 2 positions, and curriculum area responsibilities/leadership, Two teachers worked together in providing the new ELS (Early Literacy support) programme.  There are high levels of staff commitment and performance. Professional development reflects both the school and individual staff priorities. Staff were fully involved in school wide professional development with our Vision Education facilitator on local curriculum and building knowledge of local Maori place names, correct pronunciation, Tainui marae protocol and began building knowledge of the Treaty of Waitangi. Staff also undertook development on Cool Schools and the Pause Breathe Smile programmes. Assessment in Reading and Writing (Pact) and Mathematics was facilitated by our in-school Kahui Ako teachers.  The school is well resourced. Grounds and buildings are well maintained and attractive. The painting contract with Programme Property Services keeps the school building looking well maintained. The 10 YA plan was finally completed. The staffroom extension project began late in the year and should be completed early 2023. The Board will be contributing to this project due to increased costs (due to Covid). The Board also funded a new senior playground and this was opened in November 2022 to the excitement of students. This also included a separate flying fox. The modification project that had been in the planning stage for six years was finally started with Stage 1 which included ramps, access changes and a swimming pool lift was completed late in the year. Stage 2 is scheduled for early 2023.  The school funded: Chrome books, Ipads, computers and other digital technology equipment for use across the school. Teachers and students in the Year 5 – 8 classes continued to embrace the use of Google Docs and Hapara. Google Classroom and numerous digital platforms such as Mathletics, StepsWeb, Reading Eggs continued to be used by students and teachers throughout the year to support learning. The ‘Bring Your Own Chromebooks’ introduced for Year 3 - 8 in 2021 continued to be encouraged.  Continuing support for teachers, particularly new teachers in the use of the Edge Student Management system and the use of Curriculum levels for reporting took place. Teachers made professional judgements on the curriculum levels of students at the middle and end of the year by ongoing assessment and use of Pact in Reading, Writing and Mathematics. Moderation practices were built on.  There is excellent support from whanau and the community for school events and activities. A committed Board and PTA have operated. The Board elections took place however the Board still requires a further member to be a full Board. Monthly meetings have been held throughout the year. Our annual Agricultural Day was able to take place with the PTA members and whanau doing an amazing job in organising fundraising stalls. The day was very well supported by the community even though the weather was atrocious. The PTA made a $5000 donation to the school that was appreciated.  The school operates within the annual grants and funds are allocated to reflect and support the school’s strategic and annual plan. The exception to this was the replacement of the senior playground which had not been budgeted for but that the Board decided to proceed with..  A safe physical and emotional environment for students and adults is provided. An outside agency is involved in the school in preparing an Emergency Plan and the training of staff and students. EOTC events have RAMs written with Parent Information booklets and parent meetings held to explain these prior to the events. The camps for Year 3 & 4 (Lakewood Lodge), Yr 5 (Camp Adair) and Year 6 - 8 (Kawau Island) were successfully carried out with wonderful parental support and staff commitment. The planned EOTC week had to be modified due to weather.  School policies and procedures are on-line and available for the community on the School Docs website. Reviews of policies and procedures took place over the year in line with the School Docs term review cycles.  The Annual Financial report was completed on time by new auditors. This was forwarded to the Ministry of Education and placed on our website. The school has complied with other legislation. |
| **Review of Charter & Consultation** | Formal consultation in 2022 on future school direction included an on-line parent survey on a range of issues near the end of the year.. Results and findings were analysed and will be communicated by the BOT to staff and the community early in 2023. Views were considered in the compiling of this 2023 Charter and Strategic Plan. The school began working with the Education Review Office and the school profile report has been written identifying strategic priorities for the school, rationale for these priorities, strengths and moving forward. This work will continue in 2023.  Consultation with parents 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 4. Several parent education sessions that were planned by teachers were unable to proceed but have been replanned for 2023.  School-wide reviews on: PATs, Writing, Reading, Mathematics, Wellbeing, Reading Recovery, took place. These reports were compiled and presented to the Board of Trustees. Responses to the student well-being survey included the introduction of Cool Schools and the Pause Breathe Smile programmes. .  Consultation with Maori and Pasifika parents took place with involvement by our Vision Education facilitator as part of our work on local curriculum design. On-going face to face consultation also took place over the year. One of our teachers, took over the promotion and support of te reo and tikanga Maori across the school and also organised and ran the Kapa Haka group and a Matariki event for the school. Unfortunately the Franklin Multicultural festival had to be cancelled again. A number of opportunities through other curriculum areas were undertaken to promote Maori cultural understandings. The Principal and two teachers have been involved in the Kahui Ako workstream hui throughout the year. Staff and the Board also worked with the Vision Education facilitator who supported our efforts with local curriculum design and the new Social Sciences strand; Aotearoa NZ Histories. The school has been successful in obtaining a professional development contract for 2023 on Cultural Responsiveness and Local Curriculum design to continue this work.  Consultation and communication practices included: annual report, weekly newsletter (emailed and placed on on-line platforms, website information, surveys on targeted issues, informal meetings, formal meetings and reporting around student achievement both at an individual level and a group level, on-line prize-giving EOTC meetings and on-line powerpoints. An electronic sign was also used as another communication channel. S |

**Strategic Section**

| **Strategic Goals** | | **Core Strategies for Achieving Goals** | | |
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| **2023** | **2024** | **2025** |
|  |  |  |  |  |
| **Students’ Learning and Achievement** | * To focus on student success with high achievement learning outcomes through a wide range of quality learning opportunities. * To accelerate progress of target students particularly Maori, Pasifika and children with additional needs who are performing below curriculum expectations. * To promote Te Reo Maori and Tikanga * To sustain and refine assessment, moderation, recording and reporting methods of achievement and progress. * 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 from Kahui Ako across and within school roles. * To continue to develop and use a range of IT resources across the school that support learning across all curriculum areas. * To be ready for any further health related lockdowns by outlining expectations of teachers, students and whanau. * To review Curriculum programmes and outcomes for students. | * Provide a wide range of learning opportunities to cater for different students’ strengths and needs allowing for all children to view themselves as successful learners. * Continue to embed effective teaching practices and Inquiry teaching in Mathematics, and Literacy, (focus on reading and writing, mathematics) to lift achievement of our target learners. * Targets set in Mathematics and Literacy * Continue to operate ELS (Early Literacy Support) in the junior school. * Set school and class targets for our Maori students and those from other cultural groups who are not meeting expectations. * Continue to promote the use of Maori Language in all classrooms in the school. * Implement new Aotearoa New Zealand Histories curriculum strand into class programmes. * Work with Ngaati Tamaoho and local people to compile stories of Tainui and the local district. * Work with Vision Education facilitator on developing Cultural competencies and Local Curriculum. * Embed the use of the Edge SMS to record and report on individual and group achievement and progress. Use updates of this programme. * Continue to use school data coaches to improve teacher’s analysis of class and schoolwide data, - leading to effective inquiry and targeted teaching. * Embed the use of PACT and moderation skills in reading,writing and mathematics.. * Use of on-line testing of PATs and analysis. * Staff attend meetings and courses on Kahui Ako goals: Aotearoa NZ Histories, Data Analysis, Literacy, Revised curriculum. * Contribute to the Kahui Ako data through PAT testing and end of year analysis of curriculum levels * All teaching and support staff to attend Kahui Ako TOD on 24 April plus other PLD offered and workstream hui. * Continue to embed the Digital Technologies curriculum throughout school programmes. * On-going teacher support in the use of on-line systems including Google Classroom to promote distance learning and the Digital Technology strand. * Continue to promote BYO Chromebooks for Yr 3 - 8 * Ensure Yr 3 - 8 students know how to access Google Classroom and use a range of on-line platforms. * Ensure teachers know the expectations of them and are prepared before an event. * Provide parent education in the use of on-line programmes * Provide guidance for parents prior to future lockdowns and outline the expectations the school has on them. * School-wide review of Health/PE & Sports programmes and outcomes for students. * Carry out recommendations from 2022 parent survey. | * Provide a wide range of learning opportunities to cater for different students’ strengths and needs allowing for all children to view themselves as successful learners. * Achievement data linked to individual and group targets. * Targets set in Mathematics and Literacy * Set school and class targets for our Maori students and those from other cultural groups who are not meeting expectations. * Embed the new Aotearoa NZ Histories curriculum strand. * Continue to enhance the use of a range of assessment tools including PACT. * Continue to be involved in Kahui Ako goals. * Extend the Digital Technologies curriculum in school programmes. * Carry out the recommendations from the 2023 IT review. * Carry out recommendations from the reviews. * School-wide review of Learning pathways subject areas especially Science and Social Studies * Carry out the recommendations from the 2023 Health & PE review. | * Provide a wide range of learning opportunities to cater for different students’ strengths and needs allowing for all children to view themselves as successful learners. * Achievement data linked individual and group targets. * Targets set in Mathematics and Literacy * Set school and class targets for our Maori students and those from other cultural groups who are not meeting expectations. * Continue to add to stories of the local area to support learning in the Aotearoa New Zealand curriculum. * Effectively use assessment practices to enhance and accelerate student progress and achievement * Continue to be involved in Kahui Ako goals. * Carry out a range of curriculum reviews and present these to the BOT to help them to resource the school to meet student needs. |
| **Student Engagement, Inclusion & Transition** | * To ensure a high level of student engagement in all aspects of their learning. * To promote the special character of the school –semi-rural, full primary. * To promote and affirm students’ identity, language and culture, particularly for Maori, Pasifika and those from other cultures. * To ensure coherent pathways exist for 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 each term and at school prize-givings with awards. * Encourage Student Agency * Encourage Student voice in school matters through the school council, Cool Schools and leadership opportunities. * Encourage students to own and make decisions about the direction of their learning through the use of Pact assessments, feedback, feedforward information. * Continue to foster cultural respect and understanding through involvement in a wide range of groups within the community. * 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. * Promote cultural awareness and respect by building positive relationships with all students and whanau and 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. * Conduct a schoolwide cultural day and promote the different cultures children belong to. * Be involved in local Multi-cultural event. * Build further on the liaison with Ngaati Tamaoho, the local marae and Maori community. * Build a liaison with a local kaumatua. * Use Maori protocol, welcomes, school karakia, waiata, whenever possible. * Increase staff/student knowledge of the history of our area and Tainui through involvement in Kahui Ako PD, schoolwide PD, class lessons and knowledge of new Aotearoa NZ curriculum strand * Promote inclusion in the Kapa Haka group. * Continue to provide a range of high quality programmes for Yr 7 & 8 students that prepare them well for college. * Communicate Yr 7 & 8 programmes and successes in the weekly newsletter. * Use rubrics each term with students and award Yr 7 & 8 Diplomas at the end of the year. * Provide Careers Education for Yr 7 & 8 students. * Provision of camps & EOTC events. (as available) * Provide opportunities for staff to discuss students prior to the beginning of a new year. * Continue to ensure transition procedures for students entering and leaving the school are effective. * Liaise with preschool facilities, intermediate and colleges. * Be involved in the local Little School to Big School festival and preschool/school meetings. * School involvement in Kahui Ako initiatives.   Include all children irrespective of their gender, cultural background, learning needs in all school activities.   * Address learning needs of all students. * Carry out a further Wellbeing survey and analyse and implement any recommendations. * Embed School Values/School Karakia/waiata – staff, students, whanau both in Maori and English * Provide support for children who continue to be affected by COVID-19 or other health related illnesses/conditions. * Act on any points arising from the 2022 consultation with students and whanau on inclusiveness. | * Continue promoting the school in the wider community. * Continue to foster cultural respect and understanding through involvement in a wide range of groups within the community. * Continue the embedding, development and review of Te Reo Maori and tikanga, and support new staff. * Review EOTC Activities and events with parents. * Continue to promote cultural awareness and respect by building positive relationships with all students and whanau and by being culturally responsive in classrooms and across the school and value diversity. * Continue to increase the use of the Maori language. * Build on links with the Maori community * Provide high quality programmes for our Yr 7 & 8s * Continue to strengthen links with other educational facilities in our area. * Include all children irrespective of their gender, cultural background, learning needs in all school activities. * Address learning needs of all students. | * Continue ensuring high attendance rates * Continue to foster cultural respect and understanding through involvement in a wide range of groups within the community. * Review EOTC Activities and events with parents after events. * Promote cultural awareness and respect by building positive relationships with all students and whanau and by being culturally responsive in classrooms and across the school and value diversity. * Extend links with the Maori community * Provide high quality programmes for our Yr 7 & 8s * Continue to liaise with and have positive relationships with local preschools, intermediate and colleges * Continue to strengthen links with other educational facilities in our area. * Include all children irrespective of their gender, cultural background, learning needs in all school activities. * Act on any points arising from the 2024 consultation with students and whanau on inclusiveness. |
| **School Finance & Property** | * Allocate funds to reflect and support school’s annual plan. * Operate within annual grants & monitor expenditure * Ensure financial requirements are met. * Implement an efficient programme of maintenance for school buildings & facilities * Develop school facilities to reflect school priorities * Proceed with the planning for the projects identified in the Property plan - upgrade of classrooms. * Investigate Board projects: a cover over tiger turf, shade area off library. * Finance & Property policy review (as necessary through School Docs.) * Review Property Plan projects | * Set and approve annual budget to meet year’s priorities * Maintain asset register * Communicate school’s inclusion in MOE Donation Scheme and guidelines for this. * Provide and monitor monthly reports to Board * Liaise with the school's accountant and auditor. * Complete audit requirements * Ensure the school is adequately insured. * On-going maintenance checks and maintenance * Ensure the next 5/10 year property plan in relation to the building programme is followed. * Work with Watershed on the next projects. * Use the SIP & 5YA property funding on: projects identified. * Continually upgrade and beautify the environment * Carry out maintenance on trees and grounds. * Finance & Property policy review (as necessary through School Docs.) | * Set budget to meet the school's priorities and commitments. * Meet financial requirements. * On-going maintenance checks and maintenance * Complete 2023 projects in the property plan * Review Finance & Property policies & procedures (as necessary through School Docs) | * Set budget to meet the school's priorities and commitments. * Meet financial requirements. * On-going maintenance checks and maintenance * Carry out projects as identified in the property plan. * Finance & Property Policy/procedure review (as necessary through School Docs) |
| **Health & Safety** | * To provide a safe physical and emotional environment for students and adults. * To promote with the school community health & safety issues – road, sun, water, abuse, digital citizenship, etc. * On-going Staff Training on new programmes to support positive well-being and behaviour in school as necessary. * Review Health & Safety policies & procedures ensuring they meet the requirements of the Health & Safety Act. * Ensure the school is prepared for further Covid lockdowns/Health issues in regards to Health & Safety of staff, students and community. | * Comply with Health & Safety requirements * Comply with any Covid-19 legislation/changes. * Ensure regular H & S checks are completed, any requirements actioned and equipment and resources are safe to use. * Staff identification and training of children’s health requirements, first aid and Health & Safety requirements of Policies. * Continue to employ Harrison Tew Emergency firm to review emergency procedures and train staff and students in preparation for a range of emergencies including emergency lock-down. * Regular emergency drills are carried out, including: fire, earthquake and lockdown. * Daily swimming pool testing during the season * Use of Effective Behaviour plan & School Values: respect, responsibility & resilience. * Promotion of inclusiveness. * Continuation of Cool Schools and Pause, Breathe, Smile programmes. * Promote healthy and safe practices with children and the school community through class and school wide programmes and communication. * Involvement in initiatives such as Counties Manukau Sport /Health Promoting Schools/Enviro Group/ newsletter snippets/digital citizenship, sports/swimming lessons, etc * Advertise the school’s AED for community use. * Revision for staff on Cool Schools, Pause, Breathe, Smile. * Review of Health & Safety Policies and procedures (with SchoolDocs) * Health and Safety plans continually updated for any Covid-19 / Health requirements. * Staff consulted * Parents/whanau have expectations communicated. * Email/phone trees constantly checked for accuracy. | * Comply with Health & Safety requirements * Consult/inform whanau of Health programmes. * Review Health & Safety policies and procedures (as necessary through School Docs) | * Comply with Health & Safety requirements * Review of Health & Safety Policies and procedures as necessary through School Docs) |
| **Personnel** | * To appoint staff as necessary to enhance the teaching/learning opportunities of the school. * To provide opportunities for staff PLD. * To use the Kahui Ako ‘In-School’ teachers & ‘Across School’ teachers to develop staff further. * To ensure effective induction practises take place for new staff * To provide a programme of support for Provisionally Registered Teachers (if necessary) and newly fully registered teachers. * To ensure staff are meeting the Code of Professional Responsibility and the Standards for the Profession through discussions, observations and support. * Continue to develop leadership skills in all staff and particularly the SLT. * To further embed effective team and staff working professional relationships and staff well-being. * To review personnel policies and procedures. * Support the Learning Support Coordinator in their role and their professional development. | * Appoint (as necessary) high quality staff who will enhance the culture of the school * Provide opportunities for PLD for all teaching staff in: literacy, Mathematics, Inquiry, Literacy Progressions/PACT use - Reading/Writing & Mathematics, Kahui Ako goals – Data use, Digital Technology, Aotearoa NZ Histories, Cultural Competencies/Local Curriculum. * Provide PLD opportunities to gain understanding of the revised NZ curriculum. * Provide PLD opportunities for Teacher Aides and other support staff, * Support new staff in gaining information on the school and programmes. * Support for newly fully registered teachers. * Effectively use the Code and Standards and Quality Practice template and job description. * Provide guidance and checks to teachers in the meeting of the Code and Standards. * Fund courses for principal and deputy principals. * Encourage staff to take on leadership roles and support them in these. * Support the two within school teachers in their roles to support the work of the Kahui Ako. * Continue to focus on having a positive staff climate that promotes respect and collaboration and staff well-being. * Provide opportunities for staff social events * Opportunities for personal staff growth in aspects of their own and others’ well-being * Review personnel policies and procedures (as necessary through School Docs) * Provide support to LSC to develop in LSC role and contribute effectively to the two schools and the Kahui Ako. * Provide resources * Design implementation plans * Use the LSC policies and procedures to ensure the expectations of the role are met. | * Appoint highly effective teaching and support staff. * PLD provided for staff to meet school targets and individual needs. * Inquiry teaching across the curriculum linked to performance targets. * Provide guidance and checks to teachers in the meeting of the Code and Standards. * Encourage staff to take on leadership roles and support them in these. * Support staff in their roles * Continue to focus on having a positive staff climate that promotes respect and collaboration and staff well-being. * Review personnel policies and procedures (as necessary through School Docs) * Provide support to LSC to contribute effectively to the role by supporting students and staff in the two schools assigned schools and the Kahui Ako. | * Appoint highly effective teaching and support staff. * PLD provided for staff to meet school targets and individual needs. * Provide guidance and checks to teachers in the meeting of the Code and Standards. * Encourage staff to take on leadership roles and support them in these. * Support staff in their roles * Continue to focus on having a positive staff climate that promotes respect and collaboration and staff well-being. * Review personnel policies and procedures (as necessary through School Docs) * Provide support to LSC to contribute effectively to the role by supporting students and staff in the two schools assigned schools and the Kahui Ako. |
| **Community Engagement** | * To place priority on parent engagement, understanding, support and participation in the school’s curriculum programmes and activities. * Board to conduct any necessary community surveys and analyse and communicate results and formulate goals around these. * Provide the school’s community with a range of communication channels to access information. * Provide opportunity for Board training * Conduct any necessary Board elections should a vacancy arise. * Work towards achieving the strategic priorities for improving outcomes for learners as agreed with ERO. * Comply with current legislation through policy and procedures. * Review Legislation policies and procedures   (as necessary) | * Provide opportunity for parent voice through: consultation meetings, face to face meetings, parent education workshops - particularly Literacy, surveys and questionnaires. * Encourage and promote parental & whanau involvement in Local Curriculum Design, school events and activities. * Support the PTA committee in their fundraising efforts especially Ag Day. * Board Report back to staff and community of 2022 consultation with recommendations * Consultation of the continuation of Bible in Schools programme * Consultation on 2024 Charter/Strategic plan * Use of: weekly newsletters, class newsletters, website, electronic sign, Skool App, Board/PTA term newsletters, information booklet, emails & texts to engage and communicate to parents and community. * Use NZSTA courses to upskill existing and new Board members * Fill the Board vacancy early in the year. * Complete an action plan with ERO and work together to evaluate how effective the local curriculum design is improving equitable and excellent outcomes for all learners. * Complete Charter/ Strategic Plan, analysis of variance and send to the Secretary of Education by 1 March. * Review Legislative policies and procedures - School Docs) | * Board Survey/ Consultation on 2024 Charter/Strategic plan * Continue to use a range of ways to consult and communicate with the school’s community. * Use NZSTA courses to upskill existing and new Board members * Conduct Board Election as necessary if a vacancy arises. * Complete Charter/ Strategic Plan (using new MOE requirements and format), analysis of variance and send to the Secretary of Education by 1 March. * Review Legislative policies and procedures (with School Docs) | * Board Report back to staff and community of 2024 consultation with recommendations to SLT to implement.   .   * Continue to use a range of ways to consult and communicate with the school’s community. * Use NZSTA courses to upskill existing and new Board members * Conduct Board Election as necessary if a vacancy arises. * Complete Planning and Reporting requirements. * Review Legislative policies and procedures (as necessary with School Docs) |

**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. | | | | |
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| **Strategic Area: Student Learning and Achievement** | | | | |
| Goals | Actions | Who/When/Costs | Expected Outcome | Review |
| * To focus on student success with high achievement learning outcomes through a wide range of quality learning opportunities. * To accelerate progress of target students particularly Maori, Pasifika and children with additional needs who are performing below curriculum expectations. * To promote Te Reo Maori and Tikanga * To sustain and refine assessment, moderation, recording and reporting methods of achievement and progress. * 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 from Kahui Ako across and within school roles. * To continue to develop and use a range of IT resources across the school that support learning across all curriculum areas. * To be ready for any further health related lockdowns by outlining expectations of teachers, students and whanau. * To review Curriculum programmes and outcomes for students. | * Provide a wide range of learning opportunities to cater for different students’ strengths and needs allowing for all children to view themselves as successful learners. * Continue to embed effective teaching practices and Inquiry teaching in Mathematics, and Literacy, (focus on reading and writing, mathematics) to lift achievement of our target learners. * Targets set in Mathematics and Literacy * Continue to operate ELS (Early Literacy Support) in the junior school. * Set school and class targets for our Maori students and those from other cultural groups who are not meeting expectations. * Continue to promote the use of Maori Language in all classrooms in the school. * Implement new Aotearoa New Zealand Histories curriculum strand into class programmes. * Work with Ngaati Tamaoho and local people to compile stories of Tainui and the local district. * Work with Vision Education facilitator on developing Cultural competencies and Local Curriculum.   .   * Embed the use of the Edge SMS and updates to record and report on individual and group achievement and progress. * Continue to use data coaches to improve teacher’s analysis of class and schoolwide data, - leading to effective inquiry and targeted teaching. * Embed the use of PACT and moderation skills in reading,writing and mathematics.. * Use of on-line testing for PATs and analysis. * Staff attend meetings and courses on Kahui Ako goals: Maori initiatives, Data Analysis, Literacy   Mathematics, Revised Curriculum, Aotearoa NZ Histories.   * Contribute to the Kahui Ako data through PAT testing and end of year analysis of curriculum levels * All teaching and support staff to attend Kahui Ako TODs plus other PLD offered and workstream hui. * Principal/Board to attend any Ngaati Tamaoho hui offered and to work on obtaining and understanding their education aspirations for their people. * Continue to embed the Digital Technologies curriculum throughout school programmes. * On-going teacher support in the use of on-line systems including Google Classroom to promote distance learning and the Digital Technology strand. * Continue to promote BYO Chromebooks for Yr 3 - 8 * Ensure Yr 3 - 8 students know how to access Google Classroom and use a range of on-line platforms. * Ensure teachers know the expectations on them and are prepared before an event. * Provide parent education in the use of on-line programmes * Provide guidance for parents prior to future lockdowns and outline the expectations the school has on them. * Further school-wide review of IT use across the curriculum/Google Classroom * School-wide review of The Arts – Visual Art, Music, Dance, Drama in line with findings from 2022 parent survey. * Carry out recommendations from 2022 parent survey and school hui. | All Staff – teaching/support  ALL teachers  Principal & SLT  All Staff/SENCO, specialist teachers/LSC  RR teacher/Junior teacher  Teacher(s) who have responsibility for Maori,SENCO and All Staff  Kahui Ako across school teacher, Principal, teachers responsible for Maori/SS  Vision Education facilitator/All staff  Principal  SENCO, data coaches, Kahui Ako teachers  SLT  All Staff/LSC  All teaching and support staff  Kahui Ako Across School & Within School Teachers, teachers, SLTeam.  Teachers responsible for IT  All Teachers  Outside IT consultant  SLT/Teachers/Whanau  Teachers responsible for IT and The Art disciplines – Term 2 2022 | High achievement rates of students  Quality learning opportunities offered to all.  Inclusive practices evident.  Students view themselves as successful learners.  Accelerated progress for those identified.  Target students will have gaps identified and filled so that accelerated progress over the years in literacy and numeracy will take place.  Additional needs and GATE students supported in their learning  Small groups operating with ESL resourcing  Maori Students will be achieving success as Maori. (See Hautu goal)  Improvement in knowledge and use of Te Reo Maori and Tikanga  Positive relationship developed with Ngaati Tamaoho where we can work together to support aspirations and actions.  Effective teacher practice in using assessment tools and moderation of work leading to accelerated student progress.  Staff will be more effective in their use of assessments such as Pact, Progressions and Frameworks.  Consistent administration and marking of assessments across the school/Kahui Ako schools.  Consistent levelling of children's achievement and progress across the school that can be supported by evidence.  On-going tracking of students and sharing of knowledge of students by staff.  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.  Data will be shared and contribute to the Kahui Ako goals and evaluations.  Staff knowledge of Tainui and Local & NZ History will be enhanced.  Staff knowledgeable about Digital Technologies curriculum and able to incorporate it into class programmes and use confidently.  Up to date resources available to meet the needs of students.  Children sharing IT expertise  Consultation with students, staff, and whanau.  Staff, Students and Whanau expectations carried out.  Children’s chromebooks will be set up for use at school.    Attendance by parents with parental education provided by staff.  BOT/School Community presented with a further IT and Arts review. Other curriculum areas reviewed as part of our timelines and presented at BOT meetings.  Localised curriculum meets needs and aspirations of whanau.  Extra events included: e.g. cultural day, production. |  |

| **Improvement Plan/Target – Strategic Area: Student Learning and Achievement - Writing** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * **Strategic Aims:** To continue to develop teacher pedagogical content knowledge, assessment and internal evaluative processes to identify what is working for which groups of students in Writing and to plan accordingly.  To provide professional development in the use of Pact and support from Kahui Ako within school and across school teachers and colleagues.  To improve outcomes in Writing for all students, particularly Maori, Pasifika, Asian and children with Additional Needs..  To accelerate progress of students performing below expectations in writing. | | | | | | | | | |
| **Annual Aims:**   * To have a consistent approach to the teaching of Writing across the school. * To continue to increase the engagement and enthusiasm of students for writing. * To ensure students know the next steps in their learning in Writing and are confident to share orally and in written form their writing. * To ensure teachers’ assessment practices of writing include collaboratively moderating assessments through the use of PACT and other accurate tools to enhance practice and accelerate progress for our learners. | | | | **Annual Target:**   * Students who are below the standard in 2022, will make accelerated progress in relation to the Writing progressions, Aspects and Signposts and reach the expected level. * To increase the number of students achieving the Curriculum Levels in relation to their Year Level, particularly Maori students, with a target of 80% or above. * To continue to increase teacher knowledge of the Pact tool and use of assessments and moderation to support student learning and achievement. | | | | | |
| **Baseline Data: 2022**   | It has been identified that Writing was the area that was most affected by Covid-19 absences from school for the majority of students. Teachers were very focused, over 2022 in filling gaps and encouraging children to enjoy writing; however there are still a number who have yet to make the progress and meet expectations in the Aspects of the writing progressions. Pact has allowed teachers to identify these areas for individuals and groups of children. With new classes formed for 2023 teachers will need to analyse the available information and group and plan accordingly to allow those students, (who are yet to catch up from the previous two years) to make accelerated progress and meet or get closer to expectations by the end of the 2023 year. | | --- |  | **Writing** | **Student % At or Above Expected Curriculum Level** | | --- | --- | | All Students | 72% 52% (2021) ( 2020 - 79%) | | Maori | 53% 45% (2021) ( 2020 - 70%) | | Pasifika | 100% 50% (2021) (2020 - 81%) | | Other | 68% 67% (2021) | | | | | | | | | | |
| **Key Improvement Strategies** | | | | | | | | | |
| **Actions** | | | **Who** | | **When** | | **Resourcing** | **Indicators of Progress** | |
| Ethic of Care/Cultural Responsiveness continually practised by teachers.  Opportunities for Student Agency and Student Voice.  Early in 2023 Gather/Analyse and Review 2022 writing assessment data from PACT with staff and determine target students and identify Aspects and actions necessary to move students to next Signpost.  Student differentiated learning needs in Writing will be identified and will be at the forefront.  All teachers design an Inquiry for the Writing target group. Rapid cycles planned for and progress evaluated and next steps planned for.  Identify Writing lead teachers, & Kahui Ako Within School teachers/data coach who will provide ideas and support for targeted instruction to students identified.  Work with other Kahui Ako teachers, Across School Kahui Ako teachers and external facilitators.  Tracking of students and discussion during team meetings at least twice a term to share effective teaching practice and monitor progress of target students.  School-wide professional development for all staff to lift the effectiveness of teaching Writing and to ensure a consistent approach of the writing process across the school.  Work with within school teachers to further build teacher knowledge of:Writing progressions; PACT tool for writing, Aspects and Signposts, Moderation, Acceleration, etc  Review the Writing Hives to align to the Pact tool. Make any modifications to Hives and ensure children are using these to support their learning.  Moderation of Writing across teams and school-wide to ensure consistency of assessments.  Encourage student engagement in using the information from the Pact tool and Hives to set goals and next steps for their progress in Writing..  All teachers share their knowledge of new/successful approaches and what is working for their students.  Purchase extra resources as necessary.  In class observations and modelling around explicit teaching of Writing.  Principal/Lead teacher involvement in local Kahui Ako goals/implementation for local area.  Use of IT resources/Google Classroom/On-line programmes to promote engagement in Writing.  Use of T.A. to work alongside and encourage and support students experiencing difficulties, particularly; Maori students, students from other cultures and ESOL students.  Parents and whanau will be encouraged and given the opportunity to attend sessions to lift their confidence and knowledge in how they can help and support their children in Writing and the components of the writing process.  Develop reciprocal relationships and partnerships with whanau through discussions, hui, formal and informal meetings, use of Google Classroom, Class Dojo, newsletters, emails.  Use of Writing tasks to support Te Reo as part of our journey to increase the Maori language in the school.  Support, celebrate and share Writing of students and classes with others including other students, other classes and whanau. | | | Classroom  Teachers/T.A.  Lead Teachers of Writing/Data Coach (within school teacher/all teachers  Principal  Lead Teachers  Leadership team  Students  Kahui Ako Teachers  Specialist Teacher / T.A.s | | February  Term 1 & 2  Twice a term  Staff meetings  Team meetings  Throughout the year. | | Resourcing for staff release  Support for teachers to run Inquiry groups  Release costs for all teachers to attend Kahui Ako and In-school PLD  Release costs for teachers to attend PLD  T.A. costs | Flexible groupings depending on individual needs  Explicit teaching of Writing is taking place in all classes and teacher practice is enhanced.  Students are knowledgeable of their level and what their next steps are through use of their Hives and information from the Pact tool & other assessments.  Teachers are reflective about their practice and can articulate changes they have made in their practice.  Teachers are able to successfully use the PACT tool to evaluate progress and identify Signposts and next steps and inform whanau of student progress.  The goals have been met and students have made accelerated progress.  Collaborative moderation practices will be taking place.  Consistent assessment, levelling and reporting is used.  A range of IT resources have been used to lift engagement in Writing.  Parents and family are involved in supporting their children’s progress in Writing and positive reciprocal relationships and partnerships will exist.  Accelerated progress will be evident and the % of children achieving at or above in Writing will increase. | |
| **Monitoring:** On-going tracking of students through the tracking system & use of SMS system. Team evaluation of the progress of the target groups of students in the team. Use of PACT -Writing, assessment sheets, hives. Student/ teacher conferences, In-school data coach, Kahui Ako Within and Across school teacher, SLT, observations. | | | | | | | | | |
| | **Improvement Plan/Target – Strategic Area: Building Community and Cultural Capability through Local Curriculum**  **Design to Promote Student Well-Being and Learning** | | | | | | --- | --- | --- | --- | --- | | **Strategic Goals:** To focus on student success with high achievement and learning outcomes through a wide range of quality learning opportunities  To build community through local curriculum design to promote student wellbeing and learning. | | | | | | **Annual Goal:** To implement a localised curriculum to increase te ao Maori, te reo and tikanga within teaching and learning programmes across the school, supported by professional development for teachers and a strengthening of school-wide internal evaluation processes to identify what is working for which groups of students and plan accordingly. | | | | | | **Baseline Data: 2022**     | * **ERO and School evaluation using the School Improvement Framework identified and agreed on Te Tiriti o Waitangi and Responsive Curriculum/Planning as two areas that could be strengthened.** * **The following strengths were identified that will support the school’s goal to increase the inclusiveness of culture, language and identity within curriculum design and achieve equitable outcomes were:** * **Commitment to ongoing improvement through teacher professional learning** * **Established systems and processes to identify and support learners to improve outcomes** * **A community that has high expectations of the school and supports the wide range of learning opportunities available.** * **The 2022 Board Survey for whanau gaining views on local curriculum was very positive. Suggestion will be considered during this year.** * **The 2022 PLD on Local Curriculum was supportive of school direction and involved staff, students and whanau. A further application to continue this work was successful.** | | --- | | | | | | | **Key Improvement Strategies** | | | | | | **Actions** | **Who** | **When** | **Resourcing** | **Indicators of Progress** | | Ethic of Care/Cultural Responsiveness continually practised by teachers/Support Staff.  Staff/Parent relationships will be positive and supportive of each other.  Formulate a school-wide Evaluation Plan involving ERO & Vision Education facilitator that links to NELPs and Te Ara Huarau School Improvement Framework.  Analyse the 2022 data and whanau group hui as well as the 2022 on-line survey and identify what is working for whom.  Identify the school’s equity picture.  Identify a target group of students that we will monitor progress, achievement, engagement etc.  Investigate the amount of te reo that is being used at the different levels of the school. Formulate an action plan to increase this while supporting students and teachers.  Purchase the Ngaati Tamaoho strategic plan and provide time for introduction of the plan. Ensure our school plan aligns with Ngaati Tamaoho goals.  Provide opportunities for staff to be involved in Kahui Ako & Ngaati Tamaoho professional development. Stories of the local district, Tainui history, protocols, etc.  Provide Professional development for all teaching and (when possible support staff) to upskill their knowledge of the local stories, use of Aotearoa NZ Curriculum strand and te reo and tikanga. Use Kahui Ako across-school teacher and Vision Education Facilitator to empower and support staff in Maori tikanga.  Support lead teachers of Maori to develop their skills further and impart knowledge to the rest of the staff.  Embed the school values: Respect - Kia U, Responsibility - Kia Mau, and Resilience Kia Manawanui throughout the school and the school karakia & waiata  Encourage student engagement through student responsibilities, council/leaders  Empower student leaders to support children in the playground positively through Peer mediation.  Provide and encourage the use of safe places in the playground for students who need extra support – e.g. Friendship seat/library  Ensure School wide Effective Behaviour Guidelines are being used consistently.  Carry out a further wellbeing survey and analyse results/trends against 2022 results.  Ensure staff Well-being is being met so that staff can model behaviours and respond to situations appropriately.  Provide opportunities for parent involvement in education programmes (e.g. IT, Maths, Literacy and consultation of school programmes/processes) | All staff  Whanau  ERO, SLT  Vision Education facilitator  All staff  Lead teachers  All Teaching Staff  Lead teachers  Principal  All Teachers/Support Staff  Students  Staff  Board/Staff  Lead Teacher of Health/Principal  Principal  SLT  All Staff/Board  All Staff/Board  Vision Ed Facilitator  Whanau | Throughout the year  February  Throughout year  February/March  February/March  March/April  Throughout year  (as possible)  24 April  End Term 3  Throughout the year  Throughout the year  Throughout the year  July  Throughout the year | Resourcing for staff release  PLD costs  Resourcing for materials/plan. Allocation of meetings  Any associated costs | Our students will have high self-esteem and feel valued and positive about their learning. Whanau will be positive about the school and be involved in the school.  Staff will be good models for students through their positive well-being and relationships with each other and whanau.  There will be reciprocal relationships between home and school.  Whanau will contribute to the Local Curriculum plan and be more knowledgeable of programmes and curriculum that the school is providing.  Parents and family are involved in supporting their children’s well-being leading to positive academic gains.  Actions identified in the plan will be carried out schoolwide and the goals will progress.  Target group of students will be identified and monitored and shifts in engagement, involvement, academic and social areas will result.  The school goals will align with those of the Ngaati Tamaoho strategic plan. The school will develop a positive reciprocal relationship with Ngaati Tamaoho and will be supported.  There will be an increase in the amount of te ao Maori, te reo and tikanga the school provides.    Teachers/Support Staff will have attended Professional Development and be using the stories of the local district, history, protocols, etc. and share these with students.  Teacher knowledge of the area and Tainui has increased through their PD.  Staff will attend courses/meetings to upskill and become more knowledgeable of the local curriculum and stories.  Teachers are better supported and feel more confident in the use of tikanga and te reo.  Lead teachers will be supported and gain the skills and confidence in leading.  Aotearoa NZ curriculum strand will be implemented across the school. A schoolwide plan will be in use that is monitored and evaluated.  Explicit teaching of our school values will take place and the values will be exhibited by all in the school community.  Student leaders will be impacting on the schools’ emotional environment.  School will be a member of the Peace Foundation and run the Cool School’s programme.  Students’ cultures are valued by staff and students and they are proud of their heritage.  There will be places and people in the school that students can go to for support.  The school wide behaviour guidelines will be used consistently throughout the school.  A NZCER Well-Being survey has been used to identify next steps for the school and an action plan formulated and is being worked on.  Staff will be well supported and their well-being acknowledged.  Whanau will take advantage of learning opportunities offered by the school and will reciprocate by sharing their knowledge. | | **Monitoring:** On-going internal evaluation will take place with ERO partner and Staff/Principal. Staff & Parental involvement in meetings, etc will be recorded. Data will be obtained. Term evaluations of Aotearoa NZ Histories topics. Gathering of photo evidence. | | | | | | | | | | | | | | |
| **=**  **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 promote the special character of the school –semi-rural, full primary. * To promote and affirm students’ identity, language and culture, particularly for Maori, Pasifika and those from other cultures. * To ensure coherent pathways exist for 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 each term and at school prize-givings with awards. * Encourage Student Agency * Encourage Student voice in school matters through the school council, Cool School programme and leadership opportunities. * Encourage students to own and make decisions about the direction of their learning through the use of Pact assessments, feedback, feedforward information. * Continue to foster cultural respect and understanding through involvement in a wide range of groups within the community. * 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. * Promote cultural awareness and respect by building positive relationships with all students and whanau and 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. * Conduct a schoolwide cultural day and promote the different cultures our children belong to. * Become involved in local Multi-cultural event. * Build further on the liaison with Ngaati Tamaoho, the local marae and Maori community. * Build a liaison with a local kaumatua. * Use Maori protocol, welcomes, school karakia and waiata whenever possible. * Increase staff/student knowledge of the history of our area and Tainui through involvement in Kahui Ako PLD, schoolwide PLD, class lessons and knowledge of new Aotearoa NZ curriculum * Promote inclusion in the Kapa Haka group. * Continue to provide a range of high quality programmes for Yr 7 & 8 students that prepare them well for college. * Communicate Yr 7 & 8 programmes and successes in the weekly newsletter. * Use rubrics each term with students and award Yr 7 & 8 Diplomas at the end of the year. * Provide Careers Education for Yr 7 & 8 students. * Provision of camps & EOTC events. (as available) * Provide opportunities for staff to discuss students prior to the beginning of a new year. * Continue to ensure transition procedures for students entering and leaving the school are effective. * Liaise with preschool facilities, intermediate and colleges. * Be involved in the local Little School to Big School festival and preschool/school meetings. * School involvement in Kahui Ako initiatives.      * Include all children irrespective of their gender, cultural background, learning needs in all school activities. * Address learning needs of all students. * Carry out a further Wellbeing survey, analyse results and implement recommendations.. * Embed School Values/School Karakai/waiata – staff, students, whanau both in Maori and English * Provide support for children who have been affected by COVID-19 and other illnesses/conditions. * Act on any points arising from the 2022 consultation with students and whanau on inclusiveness. | Principal  Teaching staff  SLT team  Principal  Principal  Senior management  All Teachers and Support Staff  All Teachers/Staff  Principal  Yr 7 & 8 Teachers  All Teachers  Principal/BOT  IT support people  bot Resourcing  All Staff  Specialist teacher of Maori  All Staff  Vision Education facilitator  Principal  All Staff  Lead teacher of Maori  Kahui Ako Across School teacher  Principal  Yr 7 & 8 Teacher & Support staff  All Staff  End of Term 4  All Staff/Board, Senco, LSC, RR tchr, teacher aides  SLT  All staff, students, whanau  Teachers, SENCO, LSC, Outside agencies. | | | | 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.  Students will feel safe, valued, listened to and that staff and other students care about them and their whanau.  School Values will be exhibited by all.  The school will be highly thought of in the school and wider community  Stable and relevant infrastructure in place.  Students will be using a range of IT equipment to engage in their learning across the curriculum.  Staff and students will be more confident to us Te Reo and will be more knowledgeable of local history relating to Maori  School-wide karakias and waiatas will be in-use for gatherings, meetings etc.  A cultural day will take place for the school to celebrate the different cultures of our whanau.  School Values will be embedded  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.  The majority of staff will attend the Ngaati Tamaoho days.  There will be evidence of an increase of Te Reo Maori being spoken.  A marae visit for children will take place.  A Kapa Haka group will operate and perform at the local Multi-cultural festival.  Resources will be sought, purchased and use in class programmes.  A higher % of Yr 6 students will remain at Buckland for their Year 7 & 8 years.  A high number of students will receive bronze, silver and gold diplomas.  All relevant information will be forwarded to ensure effective transitioning to other schools and students will be well supported to settle in quickly  We will promote and value our local preschools and share our knowledge in meetings and gain knowledge from them.  A well-being survey will be completed mid year and analysed against the 2022 survey.  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 |
| * Allocate funds to reflect and support school’s annual plan. * Operate within annual grants & monitor expenditure * Ensure financial requirements are met. * Implement an efficient programme of maintenance for school buildings & facilities * Develop school facilities to reflect school priorities * Review Property Plan and Finance & Property policies & procedures | * Set and approve annual budget to meet year’s priorities. * Communicate to whanau, school’s inclusion in MOE Donation Scheme and guidelines for this. * Monitor expenses against the Donation Scheme monthly. * Maintain asset register * Provide and monitor monthly reports to Board. * Liaise with the school's accountant and auditor. * Complete audit requirements * Ensure the school is adequately insured. * On-going maintenance checks and maintenance * Ensure the next 5/10 year property plan in relation to the building programme is followed. * Work with Watershed on the next projects. * Complete the staffroom, walkway removal and modification projects from 2022. * Proceed with the planning for the projects identified in the Property plan - upgrade of classrooms. * Continually upgrade and beautify the environment * Carry out maintenance on trees and grounds. * Investigate further Board projects: covering over tiger turf, shade area off library, * Finance & Property policy review (as necessary with School Docs) | Finance Committee  February  Executive Officer  Board Treasurer  Principal  Principal  Executive Officer  Costs – Auditor –$10000 - $11000 Accountant-  $5000  Insurance - $5500  Caretaker  Board Property Person  Principal  Programme Property Service ($10500)  Board  Watershed  Board  Watershed  Board | | | | Budget will be approved and the school's priorities will be funded by MOE or approval by Board.  There will be on-going monitoring of the 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.  Projects from the approved 5/10 Yr plan will be underway &/or completed.  Projects from 2022 will be completed..  Projects will be completed.  Projects will be ready to go in 2023.  School grounds will be attractively presented.  Future proofing of the school will enable the establishment of the multipurpose building.  Finance & Property policies & procedures will be reviewed & added to as necessary | | |  |

| **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. | | | | |
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| **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 health & safety issues – road, sun, water, abuse, digital citizenship, etc. * On-going staff training on new programmes to support well-being and behaviour in school as necessary. * Review Health & Safety policies & procedures ensuring they meet the requirements of the Health & Safety Act. * Ensure the school is prepared for Lockdowns/Health related issues in regards to Health & Safety of staff, students and community. | * Comply with Health & Safety requirements * Comply with Covid-19 legislation/changes. * Ensure regular H & S checks are completed, any requirements actioned and equipment and resources are safe to use. * Staff identification and training of children’s health requirements, first aid and Health & Safety requirements of Policies * Continue to employ Harrison Tew Emergency firm to review emergency procedures and train staff and students in preparation for a range of emergencies including emergency lock-down. * Regular emergency drills are carried out, including: fire, earthquake and lockdown. * Daily swimming pool testing during the season * Use of Effective Behaviour plan & School Values: respect, responsibility & resilience. * Promotion of inclusiveness. * Continuation of Cool Schools and Pause, Breathe, Smile programmes. * Promote healthy and safe practices with children and the school community through class and school wide programmes and communication. * Involvement in initiatives such as Counties Manukau Sport /Health Promoting Schools/Enviro Group/ newsletter snippets/digital citizenship, sports/swimming lessons, etc * Advertise the school’s AED for community use. * Revision of PLD on Cool Schools, Pause, Breathe, Smile. * Continue promoting above programmes across the school. * Effective Behaviour guidelines will be in use. * Review of Health & Safety Policies and procedures (with SchoolDocs) * Consult/inform whanau of Health programmes. * Health and Safety plans continually updated for the Health & Covid-19 issues. * Staff consulted * Parents/whanau have expectations communicated. * Email/phone trees constantly checked for accuracy. | All staff, children, Board, parents, caretaker, cleaners  School Health & Safety officer  Principal  Board Property person  Staff/SENCO/ Principal  Harrison Tew ($1000)  SLT/Executive Officer, staff, students  Principal/SLT  Caretaker  Principal/SLT, Staff/Students  All Staff, students, parents  HPS team  Health leader  Outside support agencies.  DP -Health & PE Leader  Enviro group leaders  Travelwise team  Walking School Bus team  Principal  All Staff  Term 1 – prior to school starting and during Term 1  Staff  Board/Staff  Board/Staff  Principal/Board  Principal/Board  Executive Officer  Parents | 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 and know what to do in the case of an emergency.  Staff familiar with new School Doc Policies and procedures and carrying these out.  Swimming pool will be able to be used throughout Terms 1 & 4.  The school will organise and run a parent education session on digital safety.  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.  Staff and students will be knowledgeable and programmes will be in place and operating effectively.  Behavioural guidelines will be used consistently and to the benefit of all.  Health & Safety policies and procedures will be developed and/or updated as the need arises. Other policies will be reviewed.  The school will be prepared for further Health/Covid events/changes and have taken all steps possible to keep staff and students safe. |  |

| **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 appoint staff as necessary to enhance the teaching/learning opportunities of the school. * To provide opportunities for staff PLD. * To use the Kahui Ako ‘In-School’ teachers & ‘Across School’ teachers to develop staff further. * To ensure effective induction practices take place for new staff * To provide a programme of support for Provisionally Registered Teachers (if necessary) and newly fully registered teachers. * To ensure staff are meeting the Code of Professional Responsibility and the Standards for the Profession through discussions, observations and support. * Continue to develop leadership skills in all staff and particularly the SLT. * To further embed effective team and staff working professional relationships and staff well-being. * To review personnel policies and procedures. * Support the Learning Support Coordinator in their role and their professional development. | * Appoint (as necessary) high quality staff who will enhance the culture of the school * Continue to provide opportunities for PLD for all teaching staff in: literacy, Mathematics, Inquiry, Literacy Progressions/PACT use - Reading/Writing & Mathematics, Kahui Ako goals – Data use, Digital Technology, Aotearoa NZ Histories. Cultural competencies and Local Curriculum * Provide PLD opportunities to gain understanding of the revised NZ curriculum. * Provide PLD opportunities for Teacher Aides and other support staff, * Support new staff in gaining information on the school and programmes. * Support for newly fully registered teachers. * Effectively use the Code and Standards and Quality Practice template and job description (including SLT) * Provide guidance and checks to teachers in the meeting of the Code and Standards. * Fund PLD for principal and deputy principals to meet their goals. * Encourage staff to take on leadership roles and support them in these. * Support the two within school teachers in their roles to support the work of the Kahui Ako. * Continue to focus on having a positive staff climate that promotes respect and collaboration and staff well-being. * Provide opportunities for staff social events * Opportunities for personal staff growth in aspects of their own and others’ well-being * Review personnel policies and procedures (as necessary through School Docs) * Provide support to LSC to develop in the LSC role and contribute effectively to the two schools and the Kahui Ako. * Provide resources * On-going review of implementation plans | Senior Leadership team  Principal  Senior Leadership team  Teachers  Kahui Ako team  Throughout 2021  Senco/Principal  Principal  Experienced teachers  Principal  SLT  Mentor Teachers  Principal  Principal  SLT  Staff in leadership roles  Within school teachers  Board/Staff Rep Board  Board  Principals  LSC | All staff will be performing to high standards.  On-going staff development will contribute to effective teaching.  Support staff will develop skills and knowledge to use to enhance and support student learning.  Staff will be continuing to grow and gain new skills and pedagogical knowledge.  All teaching staff will attend the Kahui Ako revised curriculum days.  New staff will be knowledgeable about the school’s programmes, events and expectations.  Teachers will be well supported.  Standards for the Profession will be met leading to full registration for PRTs  There will be a consistent approach across the school to compiling evidence.  Senior leadership staff development will continue and will impact positively across the school.  Staff will gain experience in leadership.  There will be a positive staff climate where all staff members will feel valued and respected.  Staff Well-being will be positive.  Policies and procedures will be reviewed as necessary.  LSC will be supported and the role will be functioning to support students in the two schools. |  |

| **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. | | | | |
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| **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’s curriculum programmes and activities. * Board to conduct any necessary community surveys and analyse and communicate results and formulate goals around these. * Provide the school’s community with a range of communication channels to access information. * Provide opportunity for Board training * Fill the vacant Board parent rep role. * Work towards achieving the strategic priorities for improving outcomes for learners as agreed with ERO. * Comply with current legislation through policy and procedures. * Review Legislation policies and procedures Nag 7 & 8 (and others as necessary in line with School Docs)) | * Provide opportunity for parent voice through: consultation meetings, face to face meetings, parent education workshops, surveys and questionnaires. * Encourage and promote parental & whanau involvement in Local Curriculum Design, school events and activities. * Support the PTA committee in their fundraising efforts especially Ag Day. * Board Report back to staff and community of 2022 consultation with recommendations to SLT to implement. * Consultation on the continuation of Bible in Schools programme * Consultation on 2024 Charter/Strategic plan * Use of: weekly newsletters, class newsletters, website, electronic sign, Skool Loop App, Board/PTA term newsletters, information booklet, emails & texts to engage and communicate to parents and community. * Use NZSTA courses to upskill existing and new Board members * Advertise and approach people who have shown an interest in joining the Board. * Complete an action plan with ERO and work together to evaluate how effective the local curriculum design is improving equitable and excellent outcomes for all learners. * Complete Charter/ Strategic Plan, analysis of variance and send them to Secretary of Education and place on website. * Review Nag 7 & 8 Legislative policies and procedures (and others as necessary) | All staff  Principal  Students  Board  PTA  Whanau  Throughout year  Board/Principal  Staff  Facilitator - Vision Education  February  November  November  On-going  PTA/Board/Staff/Parents/Community  Principal/Board  Throughout year  Board members – as courses are available  Principal/Staff/Board  Throughout year  ERO partner, Board, principal, staff  By 1 March  Board  Board  Principal/SLT/Staff | * Parents/whanau will approach the school staff on issues and feel listened to and valued. * Meetings and courses will be well attended by parents and ideas and views will be expressed. * Whanau will have input into our Local Curriculum Design. * School events will be well supported. * School meetings and student-led conferences will be an effective way of informing parents and whanau of expectations and student progress and achievement. * Community surveys will be carried out effectively. * 2020 Legislation regarding Bible in Schools - an opt in (rather than opt out) will be adhered to * PTA & Board, Community & Staff will work in partnership for the benefit of the school. * A successful AG Day will be held. * An enjoyable social event will be held for the school community. * Students, staff and whanau will exhibit the School Values. * Parents and the school community will be well informed of events and opportunities to be involved in the school. * The community will be represented by a full Board who will be knowledgeable about their roles and responsibilities. * A localised curriculum will be implemented and an increase in te ao Maori, te reo and tikanga within teaching and learning programmes across the school will be evident. This will be, supported by PLD for teachers and help strengthen school-wide internal evaluation processes to identify what is working for which groups of students. Plans will be formulated accordingly. * The school will have input and support from ERO. * All current legislation around planning and reporting will be completed in a timely way. * Legislative policies and procedures will be reviewed. |  |