

Tuakau Primary School: Strategic Plan, 2017-2019

BOARD RESPONSIBILITY 1: PLANS AND POLICIES

NAG 2

1. Develop a strategic plan which documents how the Board is giving effect to the National Education Guidelines through their policies, plans and programmes...;
2. Maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement.

NAG 6

1. Comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

Strategic Issue	Goals	Intended Actions	Desired Outcomes
Strategic and Annual Planning	To review and approve the Strategic Plan, and ensure there is an Annual Plan.	The Board meets to begin to review and approve the Strategic Plan in September each year. The Annual Plan is to be finalised and approved the following February.	The Strategic Plan and Annual Plan are finalised in February each year, approved by BOT and submitted to MOE by March 1st.
Policy Development and Review	To review policies taking into consideration current and future legislation.	Ensure policy review cycle is implemented.	Policies are reviewed and approved at BoT meetings and are kept current.
Self-Review	To implement an annual cycle of self-review.	Delegate responsibilities	Evidence that systems are robust and BOT is fulfilling all responsibilities.
BOT Effectiveness	To ensure that every BOT member knows the collective responsibilities of the board and understands their role as a Board member.	Ongoing training and support. Complete a BOT Professional Development plan.	Every member contributing effectively to the work of the Board. All Board responsibilities completed and on time.

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BOARD RESPONSIBILITY 2: STUDENT ACHIEVEMENT

National Education Goals:

- High standards of student achievement

NAG 1 CURRICULUM

1. Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority to:

- Literacy and Numeracy, especially in Years 1-4;

Breadth and depth of learning related to the needs, abilities and interests of students, the nature and scope of the New Zealand Curriculum and, in particular, improvement in Maori student achievement.

Strategic Issue	Goals	Intended Actions	Desired Outcomes
Assessment of Learning	To ensure robust assessment methods are used to monitor student achievement and verify learning progress of: <ul style="list-style-type: none"> - all students - Maori students - Pasifika students - children with special needs 	Through a range of assessment practices, monitor the progress and achievement of students. Teachers use eTAP Student Management System to record all assessment and use the same to analyse data.	Teachers are regularly monitoring students' progress and achievement and are entering data in eTAP. Student assessment data reported to the Board of Trustees and community. Data collected is used to inform teaching.
Student Achievement	<p>To lead and develop a strong shared vision of accelerated learner progress and achievement and facilitate change to realise the vision</p> <p>To ensure student levels in Literacy and Numeracy are raised with particular attention to identified priority and target groups.</p> <p>To ensure target groups are identified in each class to raise achievement, particularly in strategic focus areas.</p>	<p>Work with community, whānau, staff and students to create a shared vision that will raise the achievement of Maori students and of other priority and target groups.</p> <p>Plan effective programmes to meet target goals and identified student needs.</p> <p>Provide professional development for staff to achieve the shared vision.</p>	<p>Achievement levels will be monitored, targets set, benchmarks met and students working towards the next level.</p> <p>Community, whānau, staff and students will know what the shared vision is and how we can work together toward achieving the vision.</p> <p>The level of Maori student achievement will be raised.</p> <p>The level of all priority and target groups will be raised.</p>

	<p>To accelerate student achievement by continuing to develop teachers who are adaptive experts and who use collaborative inquiry to evidence meeting the needs of learners.</p>	<p>The BOT will provide professional support and a scholarship for teachers to develop a passion or skill that would enhance teaching and learning.</p>	<p>Student achievement will be raised across the school in all areas.</p>
<p>Compliance</p>	<p>Ensure an analysis of variance is completed in focus areas.</p>	<p>The variance report is discussed with teachers.</p> <p>Report given to Board of Trustees</p> <p>Report sent to MOE</p>	<p>Teachers and BOT are informed of targets set.</p> <p>Targets are met</p> <p>MOE requirements are met.</p>

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BOARD RESPONSIBILITY 3: STUDENT ENGAGEMENT

National Education Goals:

- excellence through programmes which enable students to realise their full potential as individuals in the modern world
- equality of educational opportunity...by identifying and removing barriers to learning
- success in learning for those with special needs
- increased participation and success by Maori

NAG 1

On the basis of good quality assessment information, identify students and groups of students:

- who are at risk of not achieving, or are not achieving;
- who have special needs

Strategic Issue	Goals	Intended Actions	Desired Outcomes
Connectedness and engagement	<p>To grow school capability with Educationally Powerful Connections and Relationships</p> <p>To create a sense of belonging for all learners to help them connect with who they are, what they learn, how they learn and who they learn with</p>	Work in partnership to utilise the expertise within all sectors of the community to enhance school capability.	Powerful connections and relationships will be created.
Student attendance	To improve attendance of students	<p>Develop incentives encouraging attendance</p> <p>Monitor attendance daily and intervene early in regular, unexplained absences. Provide parents and caregivers with a variety of communication methods.</p> <p>Acknowledge students with 100% attendance every term.</p>	<p>No more than 10% of children away on any one day.</p> <p>More parents would report absences.</p> <p>Attendance statistics are analysed and reported to the Board every term.</p> <p>Newsletter informing parents about attendance.</p>

Connectedness	To ensure teaching programmes include concepts relevant to students' needs and lives.	Ascertain what is important to the community through a range of different communications. Teachers will upskill in knowledge of the local community.	Students will be able to make connections with programmes taught and will be fully engaged with their learning.
Student Participation	To create opportunities for leadership and contribution to wider school life	Explore opportunities within: <ul style="list-style-type: none"> • culture • sport • values • the environment • service to others 	Students will have a range of opportunities in which to participate
Student Success	To experience success across the curriculum. To manage transition effectively	Increase occasions where student success is celebrated. Survey students Identify barriers to effective transition between classes and between schools/centres	All students will experience success while at Tuakau Primary School. Transition will be seamless
Success in Learning	To monitor engagement in learning especially: <ol style="list-style-type: none"> 1. Maori & Pasifika students 2. Students with special needs including the gifted and talented. 3. Students identified as at risk of not achieving. 4. As identified in Nag 2 Monitor student engagement in extra curricular activities	Report findings from analysis of student achievement data. Report on different cohorts as in NAG 2	Report to BOT on student achievement data. Report to BOT on different cohorts as in NAG 2 Report to BOT
Enrolment Processes	To provide community with relevant and current enrolment information.	Carry out annual reviews of effectiveness of enrolment procedures.	Relationships are strengthened between the Board, the school and the community. All stakeholders are aware of the enrolment process.

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BOARD RESPONSIBILITY 4

LEARNING PROGRAMMES

National Education Goals:

- promote the provision of a broad-based education through a balanced curriculum
- ensure development and implementation of teaching and learning programmes and strategies to address the needs of all students in the learning areas identified in the New Zealand curriculum

NAG 1

1. Develop and implement teaching and learning programmes:
 - to provide all students with opportunities to achieve success in all learning areas of the New Zealand Curriculum;
 - giving priority to regular quality physical activity that develops movement skills for all students, especially in Years 1-6
2. Develop and implement teaching and learning programmes to address the needs of students and aspects of the curriculum identified above;
 - in relation to the planned targets for improving the achievement of Maori students

Strategic Issue	Goals	Intended Actions	Desired Outcomes
Pedagogy	Utilise future focussed pedagogies to promote student ownership and adaptive/responsive practice	Encourage the exploration and implementation of future focussed practices Create networks within the school and with other schools to enhance practice. Continue future focussed pedagogy discussions with all staff, led by Vanessa, Tina and Sandra. Ensure the remaining teachers complete the CORE Education 20-week paper based on MLP	Teachers build a working knowledge of future focussed practice Teachers will build a network of colleagues to enhance practice. Teacher knowledge of future focussed practice will be strengthened
Programmes	To ensure teachers are connecting with and effectively teaching all learners with particular attention to priority groups.	Explore the opportunities that will meet the academic, social and creative needs of students. Develop programmes that make connections with students	Balanced programmes will be evident.

	To ensure students are engaged in motivating,authentic challenging curriculum programmes which encourage student curiosity, participation and a desire for further learning.	Teachers will use the Tuakau Inquiry Model to achieve the goal.	The goal will be achieved
Special needs of students	<p>To ensure students with special abilities are identified and develop programmes to meet their learning needs.</p> <p>To ensure that educationally at-risk students are identified and develop programmes to meet their learning needs.</p> <p>To provide inclusive programmes to support children with special education needs</p> <p>To provide students who are English learners from a non-English speaking background, with appropriate programmes to accelerate their understanding of and achievement in English</p>	<p>Identification by staff of students and barriers to learning through assessments, teacher observation or consultation with parents/caregivers.</p> <p>Monitor student progress Use outside agencies where appropriate. Modify the regular curriculum Make adaptations of methods of instruction and / or engagement Provide special learning programmes Provide appropriate levels of teacher aide support</p> <p>Develop a positive social and emotional environment throughout the school.</p> <p>Ensure that classroom and school environments make visual connections for children of all ethnic groups wherever possible</p> <p>Ensure the person teaching the ESoL programme is provided with professional development when appropriate Make appropriate resources available to enable an appropriate ESoL programme to be taken</p>	<p>Student learning programmes are evaluated and student achievement is raised.</p> <p>Students will feel valued at school and are able to make connections with the environment and the staff</p> <p>Students' capability in the use of English for learning is raised</p>

<p>Performance Management Systems (PMS)</p>	<p>To set high expectations and have clear professional performance goals.</p> <p>To promote high levels of staff performance by establishing an ongoing system of review of personnel, performance and related professional development.</p>	<p>Ensure support staff job descriptions are reviewed and updated annually.</p> <p>Continue to use blogs for teachers to collect evidence against the Practicing Teacher Criteria and their personal and schoolwide goals.</p>	<p>All teaching staff are appraised according to Practicing Teacher Criteria.</p> <p>PMS procedures are updated and discussed with staff.</p> <p>All support staff job descriptions are updated and signed by the end of Term 1.</p>
<p>Whare Manaaki bilingual unit development</p>	<p>To create opportunities for the improvement in the level of te reo Maaori used by staff and tamariki of Whare Manaaki.</p>	<p>Kaiako who have completed a 30 week total immersion course in Te Reo Maaori will use their improved knowledge to deliver programmes with an increasing level of te reo Maaori</p>	<p>Whānau aspirations are realised</p> <p>Kaiako feel confident to increase the level of te reo Maaori used in all aspects of the school day</p>

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BOARD RESPONSIBILITY 6: SCHOOL CLIMATE AND ENVIRONMENT

NATIONAL EDUCATION GOALS

Develop values needed to become full members of New Zealand society.

NAG 5

- Provide a safe physical and emotional environment for students;
- Promote physical activity;
- Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

Strategic Issue	Goals	Intended Actions	Desired Outcomes
Whānau engagement / learning partnerships	To create a welcoming, dynamic and inclusive learning environment for parents, families and whānau to engage in their child's learning	<p>Explore ways in which whānau are confident to participate in their child's learning</p> <p>Seek whānau support and input into activities and programmes</p>	There will be an increased presence of whānau in the classroom and the school
Health and Safety	<p>To provide a safe and secure environment where students feel included and cared for and the community is welcome.</p> <p>To acknowledge and show tolerance towards others.</p> <p>To develop and nurture a family atmosphere throughout the school community.</p> <p>To form a sub committee to review health and safety.</p>	<p>Implement the shared Values and expectations decided by consultation between community, whānau and staff.</p> <p>Review the school Vision with the community</p> <p>Continue to include UNESCO's <i>Rights and Responsibilities concepts</i> in and out of the classroom</p> <p>Monthly review will be carried out.</p>	<p>The Values of the school will be evident in programmes and in the behaviour of all school personnel.</p> <p>Community and school values will be compatible.</p> <p>Staff and students will develop a culture where rights and responsibilities are articulated with confidence</p> <p>BOT will receive a health and safety report.</p>

<p>Physical activity</p>	<p>To encourage all children to participate in regular physical activity.</p> <p>Monitor staff and student emotional and physical safety.</p> <p>Implement EOTC policies.</p> <p>Ensure required safety procedures are carried out.</p>	<p>Ensure regular physical activity is a part of daily programmes in all classes</p> <p>Provide a range of activities as choices for students during break times</p> <p>Approve EOTC applications as per the policy</p> <p>Authorise writing and distribution of a report</p>	<p>Children will be involved in physical activity through classroom programmes.</p> <p>Equipment will be provided to encourage physical activity.</p> <p>Children will choose to be physically active.</p> <p>Report on staff and student safety.</p>
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BOARD RESPONSIBILITY 7:

ASSET MANAGEMENT

NATIONAL EDUCATION GOALS

- Respect for the diverse ethnic and cultural heritage of New Zealand, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.
- A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NAG 4

- Allocate funds to reflect the school's priorities as stated in the Charter;
- Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

Strategic Issue	Goals	Intended Actions	Desired Outcomes
Maintenance of school buildings and facilities	<p>To monitor and effectively implement the 10YPP and 5YA programmes.</p> <p>Ensure compliance of buildings and grounds safety</p>	<p>Maintain the buildings and grounds, giving consideration to safety, standards and future development.</p> <p>Approve maintenance and capital works programmes</p> <p>Monthly checks of the playground to ensure equipment and the area is safe</p>	<p>All maintenance/purchasing of capital items scheduled in the 10YP are attended to.</p> <p>Buildings and facilities are safe for all.</p> <p>Report on the implementation of the plans.</p> <p>Report on state of buildings and grounds.</p>
Student Safety	<p>To provide a safe physical environment for students and staff.</p>	<p>Audit for playground safety.</p>	<p>A playground that students can play safely on.</p> <p>An environment that is physically safe</p>

<p>Financial management</p>	<p>To monitor internal procedures relating to financial management.</p> <p>To target funding to support programmes to lift student achievement.</p> <p>To allocate funds through a budget, to support the strategic and annual targets.</p> <p>Ensure accounts are audited</p>	<p>Annually review related systems and monitor internal procedures.</p> <p>In consultation with staff, decide which learning areas need support and what form this support will take.</p> <p>Discuss and analyse data to decide on annual targets.</p>	<p>The school's financial viability will be secured.</p> <p>Student achievement in all learning areas will improve.</p> <p>Funds are allocated effectively and efficiently, reflecting the annual plans.</p> <p>Ensure audit process is completed and audit is satisfactory.</p>
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BOARD RESPONSIBILITY 8: NATIONAL EDUCATION GOALS

COMMUNITY CONSULTATION AND REPORTING

- Respect for the diverse ethnic and cultural heritage of New Zealand, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.
- A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

Strategic Issue	Goals	Intended Actions	Desired Outcomes
Community consultation	<p>To ensure community consultation, Maori and Pacific Island community in particular.</p> <p>To ensure whānau voice in decision making</p>	<p>Set dates and authorise a process of community consultation.</p> <p>Seek input from the wider community groups through a variety of ways.</p> <p>Analyse community input and take appropriate action when applicable.</p>	<p>Community is aware of school activities and there is evidence of increased participation in the same.</p>
Health and Well being	<p>To work with Health Promoting Schools facilitator to achieve the health and well being goals and intended actions through whanau engagement.</p>	<p>Survey whanau, staff and students to collect voice to identify priority areas regarding health and well being of students.</p> <p>Develop and implement an action plan to address the priority areas from the survey.</p> <p>Monitor progress toward goals</p>	<p>Partnerships between home and school will be strengthened.</p> <p>Student attendance will improve because students feel they belong.</p>
Partnership	<p>To foster positive relationships between Tuakau Primary School and the Tuakau community.</p>	<p>Surveys to be conducted to identify areas of strength, weakness and possible areas of future development regarding parent/student aspirations.</p>	<p>Community is given the opportunity to participate in school-wide planning.</p>

