

CARTERTON SCHOOL

Strategic Plan 2017-2019

Strategic Goals	Core strategies for achieving our goals
<p>To further enhance our positive learning environment where students' languages, identities and cultures are supported and celebrated.</p> <p>NAG 1 Curriculum NAG 2 Self Review NAG 5 Health & Safety</p>	<p>Te reo & tikanga Māori focus across school 2 akonga māori classes this year: Year 1- 2, Year 3-6. Take on leadership roles to support other classes.</p> <p>Year 7&8 akonga students maintain links to te reo & tikanga Māori through Team Kahikatea. Maintain and develop tuakana teina role with McKenzie House Pre School, sharing waiata etc.</p> <p>School professional learning and development focus on te reo and tikanga māori continues for staff and students. Revisit Ka Hikitia, Ta taiako and their impact on school documentation and actions.</p> <p>Ta taiako competencies integral to teacher job descriptions and appraisal process.</p> <p>Utilise staff knowledge and expertise. MU for te reo and tikanga māori across the school (Lesley Standish)</p> <p>Continue links with Ngāti Kahungunu. Investigate and utilise curriculum support and resourcing available from iwi.</p> <p>Learning teams include planning for integrating te ao & te reo māori learning as part of their programmes each term.</p> <p>Develop school whanau hui. To be whanau led, using the 2016 Whanau Hui Action Plan as a guide.</p> <p>Enhance collaborative links with whānau through our work with Learning and Change Network / Community of Learning.</p> <p>Pasifika focus across school Identify pasifika students at start of school year. Monitor progress and achievement over</p>

the year.

Plan for student Inquiries which will involve an element of Pasifika focus.

Teacher PLD about Pasifika language, culture & identity.

Pasifika language, culture and identity in evidence around the school.

Acknowledge and celebrate all cultures represented at school

Identify all cultures – each class to have a display area to acknowledge and celebrate all cultures. Also in school foyer.

Teacher PLD about cultures represented at Carterton School.

Positive Behaviour for Learning (PB4L) Tiers I and II training continues. Tier I and II teams active through school. Review of staff & community understanding of the research basis of PB4L and how it works at our school. Review of school expectations, strategies and procedures at each Tier to clarify how PB4L works in each learning team.

Ensure expectations, rewards and consequences are understood across school community.

Representatives from school attend local & regional training & national conference as appropriate.

Restorative Practice strategies are integrated across the school. Support from Waikato University, and Ministry of Education.

Co-teaching and Modern Learning Environment theory & pedagogy.

Co teaching pairs in four learning teams in 2017 (Rms 2, 3 & 4, Rms 9&10, Akonga, Rms 13&14)

Encourage teachers to visit other learning environments & feedback on learning.

Document our current pedagogy related to MLE and collaborative teaching.

Regularly review and share at Leadership Team meetings pluses, minuses and interesting /improvements of collaborative teaching.

Engage with students and whānau to clarify the meaning of ‘success’.

At individual, learning team, school and BOT levels find ways to engage around the concept and indicators of ‘success at our school.’

Follow up results of the BOT end of 2016 parent survey. Review of results, action plan developed.

To develop students who are enthusiastic, contributing members of society who have a connection with their environment and the global community.

NAG 1 Curriculum
NAG 2 Self Review

Build collaborative relationships with families & whanau to enhance learning

Focus on face to face dialogue about students, & teacher development of positive working relationships with families. Use digital media. Informal and formal opportunities. Learning Teams document strategies used.

Active participation in South Wairarapa Learning and Change Network. Further investigation into being part of 'Community of Learning' in South Wairarapa.

'Teaching as Inquiry' focus for all teachers includes an aspect focusing on the development of collaborative relationships for learning.

Focus on retention of year 7 & 8 students. Student voice & agency given priority. Liaise with and involve parents. Develop links with Colleges. Ensure some 'Senior' activities and experiences.

Parent Teacher Association links strengthened with all aspects of our school community, and continue focus on community activities.

The use of 'Learning Maps' explored with students, whanau and teachers. (Follow up from 2 teachers professional learning in 2016.)

Build collaborative relationships with the local community to enhance learning

Students have opportunity to participate in wider community.

Enviro School Silver status continued. Learning for 2017 focused around our Environment as a context.

Teachers participate in Learning and Change Network (LCN) collaborative meetings with local teachers.

South Wairarapa Community of Learning development explored.

School is promoted in local and national media.

Local groups and businesses encouraged to link to school

School digital learning environment is developed and established through the school.

1 to 1 chromebook classes for Team Kahikatea (Yr 6-8) 3 classes and Yr 6s in Akonga

	<p>māori. Maintain enhanced ratios for other classes. Carterton School approach and pedagogy for digital learning is documented.</p> <p>Lead teacher appointed and guides development for other teachers.</p>
<p>To focus on ensuring that all students achieve to the best of their academic ability, as evidenced by progress and achievement in relation to National Standards and school focus areas. NAG 1 Curriculum NAG 2 Self Review NAG 2A National Standards NAG 4 Resources</p>	<p>Assessment practices are appropriate and data is used to accelerate learning. High quality assessment data of student progress and achievement is collated and used for planning and teaching. Particular focus on priority students (Maori, pasifika, special needs low socio-economic groups).</p> <p>Review current assessment practices. Include on line assessments (eAsTTle Maths & reading) for 2017 at start and end of year.</p> <p>Develop regular monitoring systems across the school, and in each learning team, for achievement and progress of all students, but especially target / priority students. **Writing – Maori, boys, Years 5, 6, 8. **Maths – Maori, girls, Years 6,7, 8. Students with Special Educational Needs (Learning and Behaviour) are identified and supported through targeted teaching and learning programmes.</p> <p>Provision of opportunities for extension programmes and experiences for identified students.</p> <p>‘Carterton School curriculum’ is documented, in relation to NZC and school focus areas.</p> <p>Curriculum teams review teaching in their curriculum area across the school.</p> <p>Students are engaged in learning School Inquiry Model implemented across the school. Teaching and learning are focused on student interests and connections. 2017 focus on Environment, Technology & Science. Review of ‘Engagement Project 2014’ documentation by leadership team. ‘Learning Through Play’ concept investigated, implemented and monitored by Team Kawakawa.</p> <p>Digital learning environment maintained 1 to 1 chromebook classes for Team Kahikatea (Yr 6-8) 3 classes and Yr 6s in Akonga māori. Maintain enhanced ratios for other classes. Carterton School approach and pedagogy for digital learning is documented.</p>

	<p>Inform whanau & community of plans, successes and progress.</p>
<p>School finance & property NAG 4 Resources</p>	<p>All internal finance management will be according to the Internal Control Policy. The annual audit will be completed before the due date according to the Ministry of Education Guidelines.</p> <p>The school will operate within annual grants. Surplus funds are to be built up if possible.</p> <p>The BOT will continue to work with project manager to support the development of all 5 and 10 year property matters during 2017.</p> <p>Hall floor resurfaced.</p> <p>Rectify drainage issues.</p> <p>Carry out projects identified in 5 Year Property Plan.</p> <p>Continue to focus on maintaining a well ordered physical environment.</p>
<p>Health & Safety NAG 5 Health & Safety</p>	<p>Regularly review and minimise risks to staff and students. Identify and remedy hazards and potential hazards.</p> <p>School H & S documentation read and agreed to by all staff.</p> <p>Ensure school takes account of student wellbeing, physical and emotional safety. Repeat Wellbeing at School survey at end of Term 3 / start of Term 4. Compare to 2016 results.</p>
<p>Personnel NAG 3 Employer responsibility</p>	<p>Induction of new staff.</p> <p>Support and mentoring of Beginning teacher and ‘Subject to Confirmation’ teachers.</p> <p>All teachers participate in ‘Carterton School Teaching as Inquiry’ model v3</p>

	<p>Implementation of performance management procedures. Include teacher portfolios of evidence against Registered Teacher Criteria as part of job Descriptions.</p>
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Ensure school takes account of adult wellbeing, physical and emotional safety.