

Whenuapai School Strategic Plan 2019-2021 - Working document

Whāinga	Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4
	Build an inclusive school culture through collaborative professional learning and practice	Build social relationships by including all learners through authentic partnership with families and whānau	Build exceptional student achievement through high quality culturally responsive teaching and learning	Build our reputation and community confidence as the school of choice for a full primary education
Aim Kaupapa-iti	<p>By providing exemplary and inspiring opportunities, addressing individual learner strengths and needs and fostering learner agency</p> <ul style="list-style-type: none"> • Leaders and teachers drive/model values behaviours/ actions that create a culturally responsive community of learners • Provide quality teaching and learning, a safe environment and positive relationships students will achieve their highest potential • Review and document systems and processes to identify sustainable and consistent inclusive practice schoolwide, • Use review findings to ensure systems and processes are transparent, accessible and sustainable for students, staff and families 	<p>By developing educationally powerful two-way home school connections to lift student achievement, improve student outcomes and celebrate similarities and differences</p> <ul style="list-style-type: none"> • Formalise communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website etc. • Establish formal systems and processes to improve the information flow between school and home • Staff-wide PLD focusing on effective communication and engagement strategies, especially with our different cultural groups 	<p>By developing strong and informed leadership at both governance and management level, teachers are supported to be collegial, reflective, adaptive practitioners</p> <ul style="list-style-type: none"> • Whenuapai School fosters distributive leadership by providing ongoing leadership opportunities and pathways for students, teachers, and PFW • Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections • Systematic tracking of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence 	<p>By consolidating an explicit, seamless, progressive learning pathway from Year 1-8</p> <ul style="list-style-type: none"> • Refresh the Whenuapai School vision to reflect our brand as a future-focussed learning environment • Finalise the development of the two- year curriculum map to include the things we value most to inform a localised curriculum • Embrace digital technologies to support powerful connections with learners, family/whanau and community • Establish formal systems and processes to improve the two- way flow of information (Teams to Leadership, Leadership to Teams)
Aim Kaupapa-iti	<p>By using the shared knowledge and strengths of our teachers underpinned by evidence-based practice students will achieve positive outcomes</p> <ul style="list-style-type: none"> • Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections • Achieve Tier 2 (PB4L) through schoolwide integration of the programme principles and values • Ongoing staff development and the development of the Whenuapai School Community PB4L Programme 	<p>By developing strong mutually beneficial networks and relationships with key stakeholders such as COL, MOE and NZDF to support school, students, family and whanau</p> <ul style="list-style-type: none"> • Align all platforms of communication to support the development of the Whenuapai School brand we will strengthen our place in the community. • Embracing digital technologies to improve outcomes for students to ensure they are equipped to be agentic in their learning 	<p>By strengthening collaborative teacher efficacy to deliver a culturally responsive curriculum, through integrating new knowledge and understanding of student learning into professional practice</p> <ul style="list-style-type: none"> • Sustain learning from L&A (know your learner/ making connections to learner's prior knowledge), across all curriculum areas • Embed in the appraisal systems, processes and teacher criteria, the principles underpinning Tapasa, Tataiako, Ka Hikitia to support accountability and responsibility for professional practice 	<p>By developing a community of practice supported by individual and team self-review to optimise impact on student learning and progress</p> <ul style="list-style-type: none"> • Through our active partnership with the Kahui Ako build confidence and our credibility as an effective provider of middle years learning • In-school leaders will engage in ongoing inquiry to inform our graduate profile and teacher development • Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections • Review current appraisal system and adapt to support accountability and responsibility for professional practice
Aim Kaupapa-iti	<p>By increasing our capacity to be culturally responsive through collecting community and student voice and embedding into all aspects of school life</p> <ul style="list-style-type: none"> • Leaders and teachers to strengthen culturally responsive pedagogy and cultural awareness to enable all to have a strong sense of belonging and inclusion. • Embed in the appraisal systems, processes and teacher criteria, the principles underpinning Tapasa, Tataiako, Ka Hikitia 	<p>By developing authentic connections with whanau our students especially Maori and Pasifika will enjoy educational success in line with their identity, language and culture</p> <ul style="list-style-type: none"> • Consult and co-design with parent, family/whanau a two year, localised curriculum • Establish a Year 7/8 information package which would include booklet, tailored information sessions etc. 	<p>By establishing systematic transition processes and practices for both the internal and external transition of students</p> <ul style="list-style-type: none"> • Review and strengthen processes for transitioning students in to school, within school and from school • Strengthen/formalise the processes for sharing of information of new students schoolwide 	<p>By providing our senior students with more opportunities to forge their own paths to follow their passions and strengths</p> <ul style="list-style-type: none"> • Establish a Year 7/8 information package which would include a prospectus, tailored information sessions etc. • Holistic approach to developing a strong learner agency in the middle years