

# Strategic Plan 2019-2021 for Winchester School

## WINCHESTER SCHOOL:

A welcoming, dynamic environment fostering creativity and lifelong learning.

*He kura maioha, he kura manahau, he kura whakamana tamariki.*

## We Value:

### WHAT WE LEARN

- Students will experience a curriculum that inspires curiosity, and enables excellence and equitable outcomes.

### HOW WE LEARN

- Students will maximise their individual potential by learning how to learn, and using technology to enhance their learning.

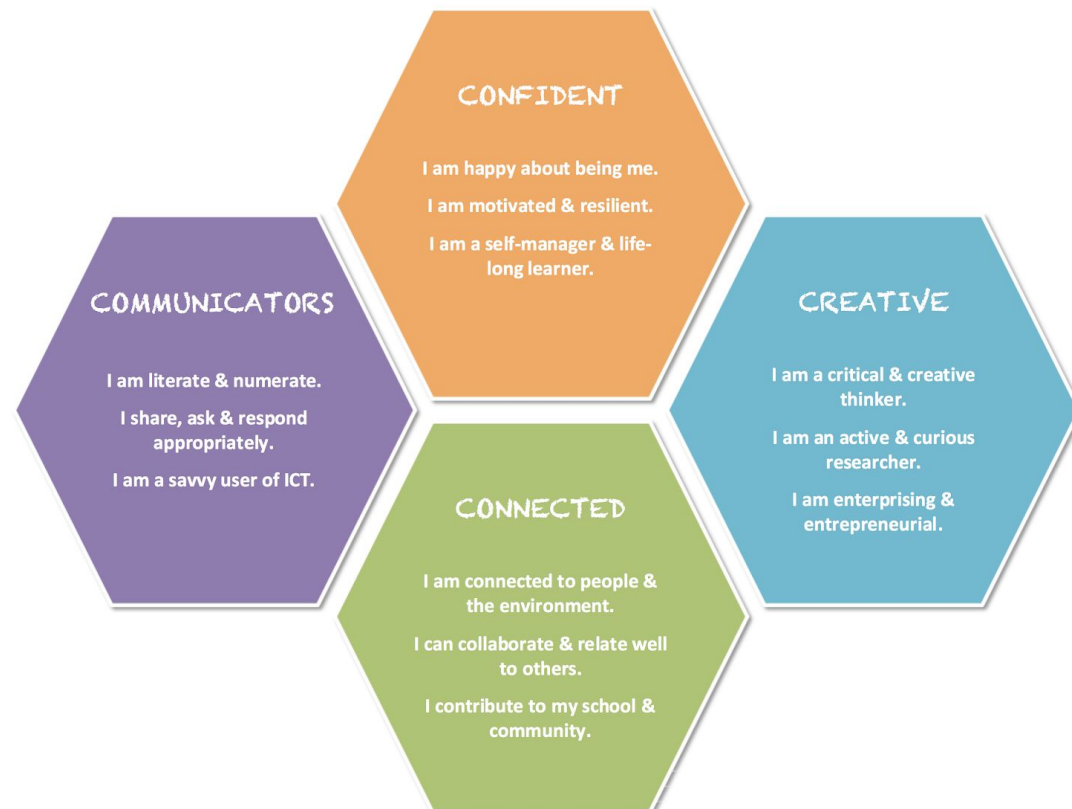
### WHO WE ARE

- Students will be connected to their community and be active contributors to it.

### HOW I AM

- Students will have a school environment that promotes and supports their well-being.

## Our 4 Cs:



## Cultural Diversity and Treaty Obligations:

Winchester School celebrates cultural diversity and practises inclusivity. We want all our learners to understand and respect different cultures that make up Aotearoa New Zealand. Winchester School will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. Our curriculum will acknowledge the unique position of Māori in New Zealand society.

### For our students this means:

- Understanding and acceptance of all cultures.
- Value their own and others' heritage.
- Experience Te Reo & Tikanga Māori.
- Experience learning another language.

### For our staff this means:

- Understanding basic Tikanga Māori and having high expectations for Māori students.
- Confidently using Te Reo Māori.

### For our community this means:

- Consultation as part of the development of the strategic plan each year.
- Being reported to annually on the achievement of Māori learners.

### The Board of Trustees will respond to any request for instruction in Te Reo Māori by:

- advising the parent of the current level of Te Reo and Tikanga Māori available at Winchester School
- offering to explore possibilities for extending the current provision, including:
  - dual enrolment with Te Kura (The Correspondence School)
  - consulting a Resource Teacher of Māori
  - consulting with another school which is able to provide a higher level of Te Reo Māori and Tikanga Māori
  - advising parents where the nearest school is that provides a higher level of instruction in Te Reo Māori and Tikanga Māori

*Supporting documentation: Treaty of Waitangi Policy, Community Consultation Policy, Curriculum Delivery Policy*

## Special Education Needs and Inclusion statement:

Inclusion relates to Presence, Participation and Achievement as key aspects for success for all students, in particular, those with special education needs. These special education needs might be for students who have difficulty accessing the curriculum at their respective age/stage and also for those who might exceed expectations.

**Our Goal:** Winchester School has high expectations and provides a safe and welcoming environment for all students, regardless of their ability, socioeconomic status or family background. We believe that each child has the right to be safe and to learn in an environment where they are respected and develop a strong sense of self-worth.

*Supporting documentation: Special Education Policy, Special Education Procedures*

# SCHOOL CONTEXT

## School Organisation and Structures

Winchester School has a roll of 320-360 students and operates 15 classes in three teams; Kowhai, Rimu and Kauri, each led by an experienced team leader. Our New Entrant block of three classes operates as a flexible learning environment with the three teachers working in collaboration. All other classes are independent learning spaces.

Our leadership team consists of the Principal, Deputy Principal, Assistant Principal and two other team leaders. Our staff also has a part-time Special Education Needs Coordinator, several teacher aides, an office manager, a librarian/resource manager and a caretaker.

Our school buildings and grounds are modern and well maintained. The school was repainted in 2018. We have a well-resourced library, turf area, pool, large field and playground and a special feature is the guinea pigs, rabbits and chickens within the eco-nected centre.

## Review of Charter and Consultation

2017 - Full community consultation through surveys, community evening and student consultation to develop 4Cs and local curriculum. Māori community consultation at Hui Whanau following a performance from school kapa haka group.

2018 - Through online surveys - Behaviour Management review, Special Education review, Reporting to Parents, Health and Sexuality Education review. Māori community consultation at Hui Whanau following a performance from school kapa haka group. The Board reviewed the Charter following community consultation, to develop the new Strategic Plan. The next major Strategic Plan review will be in 2021.

## Student Engagement

Winchester School student attendance exceeds 90% across the year. Any absences are promptly followed up by office staff each morning and teachers develop close working relationships with families. We learn what is important to students and their whanau at school entry and at meet the teacher times, and at conferences which are held at the start of each year and also at mid-year.

We have 15 School Ambassadors from Year 5 and 6 who help to gather student voice and our Inquiry process is based on student questions. The Inquiry curriculum has 6 Big Ideas - Identity & Relationships, Technology & Innovation; Noticing, Thinking & Wondering; Environment & Sustainability; Community & Citizenship; and Communication & Connections. Digital Technologies are currently delivered through modules so that every student receives specialist teaching which incorporates coding, robotics and the design of digital outcomes. All students have opportunities to develop self-management skills as they progress through our school.

## Te Oro Karaka Kahui Ako

We are one of 24 schools in the Te Oro Karaka Kahui Ako which was approved as a Community of Learning in 2017. Our achievement challenge was approved in late 2018.

# STRATEGIC PLAN

Strategic Aims	Core Strategies for Achieving Aims 2019 - 2021
<p><b>1. What we learn. (Curriculum)</b>            Students will experience a curriculum that inspires curiosity, and enables excellence and equitable outcomes.</p> <ol style="list-style-type: none"> <li>1. Be relevant, innovative and forward looking.</li> <li>2. Ensure quality learning and teaching outcomes for all.</li> <li>3. Understand and respect the cultural heritage of Aotearoa New Zealand.</li> </ol>	<ul style="list-style-type: none"> <li>● Annual targets will be identified from achievement information to sustain high achievement in Reading, Writing and Mathematics. (90% of any group of learners achieving at the expected curriculum level)</li> <li>● Review aspects of our curriculum as they are noticed.</li> <li>● Work with our Kahui Ako to implement strategies that support our Innovation achievement challenge.</li> <li>● Use Science, Technology, Engineering, the Arts and Mathematics (STEAM) to guide student inquiry.</li> <li>● Value and develop competence in Te Reo and Tikanga Māori.</li> </ul>
<p><b>2. How we learn. (Pedagogy)</b>            Students will maximise their individual potential by learning how to learn, and using technology to enhance their learning.</p> <ol style="list-style-type: none"> <li>1. Integrate technology to enhance meaningful learning.</li> <li>2. Strive for excellence in all areas.</li> </ol>	<ul style="list-style-type: none"> <li>● Have a common language of learning (Learning to Learn) across the school.</li> <li>● Develop inquiring classrooms that nurture curiosity and creativity.</li> <li>● Use student voice to help inform our curriculum.</li> </ul>
<p><b>3. Who we are. (Community)</b>            Students will be connected to their community and be active contributors to it.</p> <ol style="list-style-type: none"> <li>1. Have an active school, parent and community partnership.</li> <li>2. Have an appreciation of the arts, culture and recreation.</li> </ol>	<ul style="list-style-type: none"> <li>● Increase our engagement with, and participation in, the local community.</li> <li>● Be a welcoming and open place within our school and classroom communities.</li> <li>● Keep parents and caregivers well informed about their child’s progress &amp; strengths, and of our teaching and learning processes.</li> <li>● Provide a dynamic physical learning environment.</li> </ul>
<p><b>4. How I am. (Well-being)</b>            Students will have a school environment that promotes and supports their well-being.</p> <ol style="list-style-type: none"> <li>1. Encourage positive use of leisure time.</li> <li>2. Foster self-esteem and respect for others.</li> </ol>	<ul style="list-style-type: none"> <li>● Work with our Kahui Ako to implement strategies that support our Hauora/Well Being achievement challenge. This work may encompass:               <ul style="list-style-type: none"> <li>○ Taha tinana (physical well-being)</li> <li>○ Taha hinengaroa (mental and emotional well-being)</li> <li>○ Taha whanau (social well-being)</li> <li>○ Taha wairua (spiritual well-being)</li> </ul> </li> <li>● Use strategies in our classrooms that enable students to be ready, willing and able to learn.</li> </ul>

## ANNUAL SECTION 2019

### Students' Learning

*Percentages of groups of learners At or Above National Standard 2015-2017:*

	READING			WRITING			MATHEMATICS		
	2017	2016	2015	2017	2016	2015	2017	2016	2015
<b>All students</b>	94%	93%	94%	90%	90%	89%	92%	93%	93%
<b>Māori</b>	93%	95%	96%	90%	90%	92%	95%	91%	90%
<b>Pacifica</b>	93%	82%	100%	86%	82%	87%	76%	91%	100%
<b>Male</b>	91%	91%	92%	85%	85%	88%	90%	93%	93%
<b>Female</b>	94%	95%	93%	94%	95%	91%	94%	93%	92%

*Percentages of groups of learners working within expected NZ Curriculum levels at the end of 2018:*

	READING	WRITING	MATHEMATICS
<b>All students</b>	92%	80%	89%
<b>NZE</b>	92%	81%	92%
<b>Māori</b>	89%	79%	82%
<b>Pacifica</b>	92%	83%	83%
<b>Male</b>	91%	73%	96%
<b>Female</b>	93%	87%	81%

**Strategic Aim 1** - Students will experience a curriculum that inspires curiosity, excellence and enables equitable outcomes.

<p><b>READING BASELINE DATA - Analysis of the school-wide data at the end of 2018 showed...</b></p> <ul style="list-style-type: none"><li>● Learners continue to achieve at high levels, with 92% working at or above their expected curriculum level</li><li>● 89% of Māori learners achieved at or above expected curriculum level, compared to 92% of NZ/European learners</li><li>● 92% of Pacifica learners achieved at or above expected curriculum level, compared to 92% of NZ/European learners</li><li>● Year 2 students have improved achievement from last year, with 96% achieving at the expected curriculum level</li><li>● Boys are achieving at the same rate as 2017, with 91% achieving at the expected curriculum level</li><li>● Year 6 students have improved achievement from last year with 97% achieving at the expected curriculum level</li></ul>	<p><b>TARGETS - By the end of 2019, we aim to have at least 90% achieving at the expected NZC level for the following groups:</b></p> <ul style="list-style-type: none"><li>● Year 4 (86% in 2018)</li><li>● Māori learners (89% in 2018)</li><li>● Year 6 learners (87% in 2018 as Year 5)</li></ul>
<p><b>WRITING BASELINE DATA: Analysis of the school-wide data at the end of 2018 showed...</b></p> <ul style="list-style-type: none"><li>● Achievement has dropped overall from previous years</li><li>● The following groups have achievement of 85% or less:<ul style="list-style-type: none"><li>○ Year 1</li><li>○ Year 3</li><li>○ Year 4</li><li>○ Year 5</li><li>○ Māori</li><li>○ Pacifica</li><li>○ Boys</li><li>○ NZE</li></ul></li></ul>	<p><b>TARGETS - By the end of 2019, we aim to have at least 90% achieving at the expected NZC level for the following groups:</b></p> <ul style="list-style-type: none"><li>● Year 2 (80% in 2018 as Year 1)</li><li>● Year 4 (57% in 2018 as Year 3)</li><li>● Year 5 (81% in 2018 as Year 4)</li><li>● Year 6 (65% in 2018 as Year 5)</li><li>● Māori learners (73% in 2018)</li><li>● Pacifica learners (83% in 2018)</li><li>● Boys (73% in 2018)</li><li>● NZE (81% in 2018)</li></ul>
<p><b>MATHEMATICS BASELINE DATA Analysis of the school-wide data at the end of 2018 showed...</b></p> <ul style="list-style-type: none"><li>● There has been a slight decline in overall achievement from 2017</li><li>● The following groups have achievement of 85% or less:<ul style="list-style-type: none"><li>○ Year 3</li><li>○ Māori</li><li>○ Pacifica</li><li>○ Girls</li></ul></li></ul>	<p><b>TARGETS - By the end of 2019, we aim to have at least 90% achieving at the expected NZC level for the following groups:</b></p> <ul style="list-style-type: none"><li>● Year 4 (64% in 2018)</li><li>● Māori (82% in 2018)</li><li>● Pacifica (83% in 2018)</li><li>● Girls (81% in 2018)</li></ul>

**CURRICULUM - WHAT WE LEARN.**

<b>STRATEGIC INTENTIONS</b>	<b>ACTIONS</b>
<ul style="list-style-type: none"> <li>Annual targets will be identified from achievement information to sustain high achievement in Reading, Writing and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>End of 2018 data will be analysed by teaching staff and targets/priority learners will be identified.</li> <li>Collaborative Teaching as Inquiry teams will be established based on needs identified from the end of 2018 data.</li> <li>Teaching as Inquiry teams will follow a Spiral of Inquiry model and will meet regularly throughout the year and will report back to all staff at the end of the year about progress and findings.</li> <li>Support timetables established for teacher aides.</li> </ul>
<ul style="list-style-type: none"> <li>Review aspects of our curriculum as they are noticed</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Teaching as Inquiry teams will review Reading, Writing and Mathematics school curriculum.</li> <li>Analysis of PAT Mathematics data will follow a 2-year cycle: Even years: Number Knowledge, Number Strategies. Odd years: Geometry &amp; Measurement, Statistics.</li> </ul>
<ul style="list-style-type: none"> <li>Work with our Kahui Ako to implement strategies that support our Innovation achievement challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Work alongside our across school teachers to fulfil the requirements of our achievement challenge plan.</li> <li>Appoint a Within School teacher to work with the Across School teacher.</li> </ul>
<ul style="list-style-type: none"> <li>Use Science, Technology, Engineering, the Arts and Mathematics (STEAM) to guide student inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Appoint lead teacher/s to investigate STEAM and lead staff professional development.</li> <li>Make an action plan for the year with the lead teacher/s.</li> </ul>
<ul style="list-style-type: none"> <li>Value and develop competence in Te Reo and Tikanga Māori.</li> </ul>	<ul style="list-style-type: none"> <li>Use outside professional development to help develop classroom programmes.</li> <li>Use Resource Teacher of Māori to help support staff throughout the year.</li> </ul>

**PEDAGOGY - HOW WE LEARN.**

<b>STRATEGIC INTENTIONS</b>	<b>ACTIONS</b>
<ul style="list-style-type: none"> <li>Have a common language of learning (Learning to Learn) across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Each teaching team will develop indicators for each of the 4Cs.</li> <li>Team and school awards will use the language of the 4Cs and Multiple Intelligences.</li> </ul>
<ul style="list-style-type: none"> <li>Develop inquiring classrooms that nurture curiosity and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Use Kath Murdoch's "Power of Inquiry" book as a shared text with classroom teachers.</li> <li>Implement "Active Learning" strategies introduced to staff in 2018.</li> </ul>

<ul style="list-style-type: none"> <li>● Use student voice to help inform our curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Inquiry learning planning is based on student questions.</li> <li>● Student leaders will help inform curriculum planning.</li> </ul>
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<b>COMMUNITY - WHO WE ARE.</b>	
<b>STRATEGIC INTENTIONS</b>	<b>ACTIONS</b>
<ul style="list-style-type: none"> <li>● Increase our engagement with, and participation in, the local community.</li> </ul>	<ul style="list-style-type: none"> <li>● Build our knowledge of what “local curriculum” opportunities exist for our learners.</li> <li>● Base inquiry learning on local community where possible.</li> </ul>
<ul style="list-style-type: none"> <li>● Be a welcoming and open place within our school and classroom communities.</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain team based events that support sporting, cultural and curriculum aspects of our school.</li> </ul>
<ul style="list-style-type: none"> <li>● Keep parents and caregivers well informed about their child’s progress &amp; strengths, and of our teaching and learning processes.</li> </ul>	<ul style="list-style-type: none"> <li>● Meet with parents twice in Term 1 and at mid-year, write mid-year and end of year reports to keep parents informed of student progress.</li> <li>● Hold information sessions as required to keep parents informed of curriculum developments.</li> </ul>
<ul style="list-style-type: none"> <li>● Provide a dynamic physical learning environment.</li> <li>● <i>Supporting documents: 10YPP, 5YA</i></li> </ul>	<ul style="list-style-type: none"> <li>● Follow 5YA property plan to modernise New Entrant classrooms, Principal’s office and meeting room, install new carpet and air conditioning units.</li> <li>● Reroof cloak bay areas outside Rooms 1-5.</li> </ul>

<b>WELL BEING - WHO I AM.</b>	
<b>STRATEGIC INTENTIONS</b>	<b>ACTIONS</b>
<ul style="list-style-type: none"> <li>● Work with our Kahui Ako to implement strategies that support our Hauora/Well Being achievement challenge.</li> </ul>	<ul style="list-style-type: none"> <li>● Work alongside our across school teachers to fulfil the requirements of our achievement challenge plan.</li> <li>● Appoint a Within School teacher to work with the Across School teacher.</li> </ul>
<ul style="list-style-type: none"> <li>● Use strategies in our classrooms that enable students to be ready, willing and able to learn.</li> </ul>	<ul style="list-style-type: none"> <li>● Use outside professional development to help develop classroom-based strategies</li> <li>● Use of staff meeting time to discuss as a staff.</li> </ul>



<b>Board of Trustees' endorsement:</b>	Ratified on Board Meeting on 11 February 2019.
<b>Board Chair signature:</b>	
<b>Submission date to Ministry of Education:</b>	This Strategic Plan will be submitted by 1st March each year.