

Alfriston School

Strategic Plan 2021-2023

WHAT	<i>HAUORA – WELL-BEING</i>	<i>AKO – TEACHING AND LEARNING</i>	<i>AROTAKE – INTERNAL EVALUATION FOR IMPROVEMENT</i>
	Provide a positive, learning focused culture that is committed to inclusion of all.	Provide high quality teaching and learning programmes that enable every learner to reach their full potential	Establish a culture of effective, ongoing internal evaluation for improvement
HOW	<i>The school's vision and values are our way of being</i>	<i>Develop and create a Professional Growth Cycle that meets the needs of our staff and learners</i>	<i>Strategic Evaluation – Ensure the school's valued outcomes are at the centre of all decision making</i>
	<i>Commitment to understanding and developing culturally responsive pedagogies and practices</i>	<i>Grow practice and pedagogy through engaging, evidence based P.L.D.</i>	<i>Regular Evaluation – Gather data, monitor progress towards goals, and assess the effectiveness of programmes or interventions</i>
	<i>Inform and engage whanau to strengthen learning partnerships</i>	<i>Collect, analyse and use assessment information to inform future teaching and learning</i>	<i>Emergent Evaluation – Being responsive to unforeseen events or issues identified through monitoring and scanning</i>

<i>STRATEGIC GOAL 1: HAUORA – WELL-BEING</i>			
Provide a positive, learning focused culture that is committed to inclusion of all			
	2021	2022	2023
<i>The school’s vision and values are our way of being</i>	Learners and staff can articulate the school’s vision and values and are committed to displaying them	All stakeholders can articulate the school’s vision and values and are committed to displaying them	Our school’s vision and values are embedded. They are enacted constantly
<i>Commitment to understanding and developing culturally responsive pedagogies and practices</i>	Through discussion and investigation staff have a clear understanding of what culture is and the importance of having an awareness of own and others’	Deliberate acts of teaching are developed in order to value learners’ as individuals	Culturally responsive pedagogies and practices are visible within and outside of the classroom
<i>Inform and engage whanau to strengthen learning partnerships</i>	Communication and consultation with community leads to whanau feeling valued and welcome	Opportunities are sought out to involve whanau and community members	Whanau are an integral part of Alfriston Primary, they are actively involved in all aspects of school life

STRATEGIC GOAL 2: AKO – TEACHING AND LEARNING

Provide high quality teaching and learning programmes that enable every learner to reach their full potential

	2021	2022	2023
<i>Develop and create a Professional Growth Cycle that meets the needs of our staff and learners</i>	P.G.C. -Collaborative approach which focuses on understanding and meeting The Standards and Teacher Inquiry	Refine P.G.C with a focus on Individual Teacher inquiries ensuring authentic, collaborative teacher learning and growth	Alfriston School's P.G.C is relevant and meaningful to our context and is having a positive impact on teaching and learning
<i>Grow practice and pedagogy through engaging, evidence based P.L.D.</i>	External facilitator involved in introducing and guiding 8 People, a tool for developing teacher practice and pedagogy	Review current P.L.D. and create future plan based on progress and next steps	P.L.D. is co-constructed with staff in order to meet the needs of teachers and learners
<i>Collect, analyse and use assessment information to inform future teaching and learning</i>	Review the assessment information we are collecting and develop systems for collecting and analysing data/ information	Teachers are sharing assessment information with their learners and deciding on next steps for teaching and learning collaboratively	Learners are assessment literate - able to confidently talk to others about their progress and achievement, and next steps

STRATEGIC GOAL 3: AROTAKE - INTERNAL EVALUATION FOR IMPROVEMENT

Establish a culture of effective, ongoing internal evaluation for improvement

	2021	2022	2023
<i>Strategic Evaluation – Ensure the school’s valued outcomes are at the centre of all decision making</i>	Consultation with all stakeholders to determine what are our valued outcomes	Setting up processes and systems which enable us to reflect and evaluate progress and achievement of our valued outcomes	Embed processes and systems which enable us to reflect and evaluate progress and achievement of our valued outcomes
<i>Regular Evaluation – Gather data, monitor progress towards goals, and assess the effectiveness of programmes or interventions</i>	Review current systems and processes for reviewing student achievement and support programmes	Manageable and effective systems and processes are implemented based on 2021’s findings	Manageable and effective systems and processes are embedded
<i>Emergent Evaluation – Being responsive to unforeseen events or issues identified through monitoring and scanning</i>	EROs model of ‘Learner focused evaluation processes’ is introduced	Opportunities to use EROs model of ‘Learner focused evaluation processes’ are provided	EROs model of ‘Learner focused evaluation processes’ is actioned when unforeseen events or issues occur

Alfriston School

Targets 2021

2020	Reading	Writing	Mathematics
Targets	<ul style="list-style-type: none"> <input type="checkbox"/> 70% of our Year 2 learners to be at or above their expected curriculum level <input type="checkbox"/> 70% of our Year 3 learners to be at or above their expected curriculum level 	<ul style="list-style-type: none"> <input type="checkbox"/> 80% of our all learners to be at or above their expected curriculum level 	<ul style="list-style-type: none"> <input type="checkbox"/> 70% of our NZ Māori learners to be at or above their expected curriculum level <input type="checkbox"/> 70% of our Year 7 learners to be at or above their expected curriculum level
Why?	<ul style="list-style-type: none"> <input type="checkbox"/> Year 2 learners - 59% (27/46) not yet achieving at expected curriculum level <input type="checkbox"/> Year 3 learners - 45% (20/44) not yet achieving at expected curriculum level 	<ul style="list-style-type: none"> <input type="checkbox"/> Whole School - 30% (99/330) not yet achieving at expected curriculum level 	<ul style="list-style-type: none"> <input type="checkbox"/> Year 7 learners = 36% (13/36) not yet achieving at expected curriculum level <input type="checkbox"/> NZ Māori = 49% (21/43) not yet achieving at expected curriculum level