



ALFRISTON SCHOOL
CHALLENGE, PRIDE, EXCELLENCE & EMPATHY

Vision: A community of learners supporting each other to ensure everyone reaches their full potential.

STRATEGIC GOAL 1: HAUORA – WELL-BEING			
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 are consulted in order to establish vision and values which reflect our community	Our school’s vision and values are a way of being at Alfriston School. They are understood, referred to and celebrated.
<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’	Staff are supported to develop their understanding of cultural responsiveness	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 whānau and community members	Whānau 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 (aligned to AfL PLD)	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	External facilitator involved in Assessment for Learning PLD, a tool for developing teacher practice and pedagogy	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	Refine the assessment information we are collecting so that this informs future teaching and provides us with accurate information to report	Learners are beginning 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	Consultation with all stakeholders to determine what are our valued outcomes	Embed systems and processes which ensure all aspects of school organisation provide stakeholders with a positive, efficient experience that reflect our valued outcomes (vision and values)
<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 to monitor progress and achievement are embedded
<i>Emergent Evaluation – Being responsive to unforeseen events or issues identified through monitoring</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 2023

2023	Reading	Writing	Mathematics
Targets	-75% of our Year 0-3 learners to be at or above their expected curriculum level (shift at least 13 learners).	-75% of our male learners to be at or above their expected curriculum level (shift at least 29 learners).	-70% of our Year 6 learners to be at or above their expected curriculum level (shift at least 12 learners). -75% of our Year 8 learners to be at or above their expected curriculum level (shift at least 7 learners).
Why?	-56% (9/16) of our Year 0 learners are currently achieving at or above their expected level in Reading. -59% (24/41) of our Year 1 learners are not achieving as expected currently. -66% (29/44) of our Year 2 learners are currently achieving at or above their expected level in Reading. -61% (62/101) of our Year 0-3 learners are currently achieving at or above their expected level in Reading.	-62% (131/212) of our male (2022) learners are achieving as expected currently. This means 81 of our male learners are not at their expected level in Writing.	-53% (33/62) of our Year 5 (2022) learners are achieving as expected currently. This means 29 Year 8 learners are not at their expected level in Mathematics. -59% (23/39) of our Year 7 (2022) learners are achieving as expected currently. This means 16 Year 8 learners are not at their expected level in Mathematics. -In this group we know that at least 38% (48/125) of the learners are not achieving their expected curriculum level.