**Dairy Flat School**

**School Charter, Strategic and Annual Plan 2019-2021**

**Strive for Excellence - Care for All**

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| Resources Inputs | Strategic GoalsInitiatives/Outputs |  | OutcomeOne Year |  | OutcomeThree Years |
| StaffStudentsWhanau | **There is consistent, equitable and sustainable excellence in teaching and learning across the school with a focus on accelerating learning:*** Continue to develop coaching and an appraisal system to ensure agreed pedagogies are practiced across the school.
* Audit our systems and processes and compile an action plan to address weaknesses
* Develop a focus across the school on Equity and excellence
* Build learner capacity through inclusive and creative curriculum design and student agency

Surveys to measure student and staff health and wellbeing will be held in March and December |  | All walkthroughs and appraisal evidence and student interviews show evidence of excellence in practiceUsed our induction process and evaluated its effectivenessAll staff and students using the same language. Action plan to update and give clarity to systems and processes.Students are involved in decision making in curriculum design, values, and other aspects of school life – this is evident in student surveys and video interviewsInformation around wellbeing can inform future actions  |  | **There is consistent, equitable and sustainable excellence in teaching and learning across the school with a focus on accelerating learning:*** There are common expectations and language clearly understood and practiced by all.
* DFS builds learner capacity through inclusive and creative curriculum design and student agency
* Strong processes and systems are in place for effective evaluation
* A strong induction process in in place for all staff.
* School values permeate all aspects of school life
* There is a strong sense of belonging for all DFS learners and their whanau

Models, systems and processes for ensuring all learner well-being are embedded  |

**Reflecting New Zealand’s multi-cultural diversity**

All cultures at our school will be valued and accepted through the active encouragement of a non-racist school culture and ethos. All staff will treat students as individuals with unique differences, talents and cultural values and perspectives that will be respected.

**Acknowledging the unique position of the Maori culture**

Dairy Flat School will endeavour to develop an awareness of tikanga Maori and Te Reo Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

**OUR CURRICULUM**

 **– *The What***

High expectations

Treaty of Waitangi

Cultural diversity

Inclusion

Learning to learn

Community engagement

Coherence

Future focus

**MISSION STATEMENT –*The How***

To provide the best possible learning experiences and environment to facilitate students to become lifelong learners who strive for excellence, value diversity, think creatively and care for themselves and others.

**VISION – *The Why***

That our students are proud of who they are and where they come from and have the confidence and skills to create opportunities to ensure a positive and successful future for themselves and their communities.

**CHARTER**

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| CHARTER BUSINESS AS USUAL GOALS |
| **That Maori and Pacific Island students achieve at or above national standards and feel valued in our school community** | **Continue to develop the school wide inquiry process for assessing the effectiveness of teaching and learning programmes and continue to implement the attestation and appraisal processes.** | **Work with schools in the COL to lift student achievement through professional learning** | **Provide a safe physical and emotional environment for students and staff** | **For students to be achieving at or above the expected curriculum level in Reading, Writing, and Mathematics and all other learning areas.**In 2019 the focus will be on implementing a new inquiry model.  |
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| INITIATIVE - 3 Year success | 12 MONTH MILESTONE | KEY ACTIONS  | RESOURCING |
| **There is consistent, equitable and sustainable excellence in teaching and learning across the school with a focus on accelerating learning** | * All communication will use our common language
* Whanau workshops will be held to explain our direction and language
* An agreed model of collaboration will be used across the school.
* An agreed collaborative model is in use and used by all teachers
* a matrix is developed for the model to be used in evaluation of collaborative practice
* provide professional development in PB4L so that there are consistent and clearly understood behaviour expectations throughout the school
* New staff inducted into DFS pedagogy and effective practice
* The induction doc created in 2018 will be tested and evaluated during induction in 2019
 | * The leadership team use the agreed collaborative model and use it for their team
* staff develop a collaborative matrix
* hold workshops for compiling the matrix and evaluating the model
* Support the PB4L team to work with staff to compose class lessons to teach DFS expectations across the school
* A set of lesson plans and evidence of expectations visible throughout our environment
* invest in signage and materials to promote our common language
* plan an induction day for new staff
* complete the induction process for any new staff coming into the school
 | Leadership team - Debbieteam and staff meetings 3-5 hours to develop matrix - 5 staff team and leadership meetingsTO Day, 10 days across year - Susan lead - Jody, Robyn, Jenny, Julie -PB4L Team$10k for PLD and signage and promotionall staff - 20 hours per termthree days Courtney, Susan, Debbie |
| INITIATIVE - 3 Year success | 12 MONTH MILESTONE | KEY ACTIONS  | RESOURCING |
| Provide quality coaching and an appraisal system to ensure agreed pedagogies are practiced across the school. | * all staff will receive quality coaching
* appraisal will be based on our pedagogies and effective practice
* Walkthroughs, appraisal evidence and student interviews show evidence of excellence in practice
 | * set up a coaching and appraisal timetable
* staff meetings held once a term about our agreed pedagogies and practices
* review our walkthrough doc to ensure it is designed to give effective feedback and feed forward to staff
* interview students from each learning space each term
 | Debbie - 20 hours per term Leadership team - 10-12 hours per term4 staff meeting - leadership teamLeadership teamall teachers |
| Audit our systems and processes  | * Identify key systems and processes
* survey staff on knowledge of our systems and processes
* consult students on current processes
 | * compile an action plan to address weaknesses from the audit/survey results
 | Leadership teamAll staff - tbc  |
| Develop a focus across the school on Equity and excellence | * have an understanding of what excellence and equity means
* continue to develop our focus on accelerating learning
* provide equitable learning opportunities for students with special needs

  | * develop a school wide definition of excellence and equity
* provide workshops for teachers to develop skills in data analysis and SMS
* Team meetings focus on data twice a term
* planning shows inclusive practices
 | TO Day - all staff Susan 4 hours Meetings twice a term  |
| INITIATIVE - 3 Year success | 12 MONTH MILESTONE | KEY ACTIONS  | RESOURCING |
| Build learner capacity through inclusive and creative curriculum design | * ensure that our curriculum overview gives room for creativity
* expand our learning through play programme
* all students and staff use and understand our new inquiry model
 | * Set up the pilot outdoor classroom to provide more opportunities for success for learners who struggle in our classrooms
* develop a checklist for coverage of learning areas
* encourage staff to collaborate with their students in planning learning opportunities -evaluate this at a staff meeting
* All teachers and students use the Inquiry model and this is highly visible
* There are experiences for students that ‘ignite’ their interest in learning
 | Board resourced teacher - 1 day/week - $15teachersleadership team Debbie and teachers  |
| Models, systems and processes for ensuring all learner well-being are embedded  | * Surveys to measure student and staff health and well being will be held in March and December
* Staff will put forward initiatives for wellbeing
* Appraisal discussions will include health and well being
* Introduce Mindfulness practices
 | * use survey information, staff meeting and appraisal discussions to determine future actions, processes and systems to ensure wellbeing
* Mindfulness is practiced in all learning spaces
 | All staff  |

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| Initiative | Budget | Leadership | Staff Time | BOT Time | Measurement  |
| There is consistent, equitable and sustainable excellence in teaching and learning across the school with a focus on accelerating learning | $10k |  |  | report at meetings | Collaborative practice model - results from matrix - Term 1 v term 4 PB4L Lessons completed signage visible evaluation of Induction docs and processes completed |
| Provide quality coaching and an appraisal system to ensure agreed pedagogies are practiced across the school. |  | 120 hours | 12 hours per teacher | report at meetings | coaching and appraisals completed100% walkthroughs and appraisals provide evidence of focus on excellenceStaff/team/leadership meetings minutesimproved student achievement and progress data |
| Audit our systems and processes and compile an action plan to address weaknesses |  |  |  | 5 hours | Action plan completed |
| Develop a focus across the school on Equity and excellence |  |  |  |  | school wide definition in evidence -BOT, Signage, website, blogsdata analysis workshops completedplanning docs provide evidence of inclusiondata docs |
| Build learner capacity through inclusive and creative curriculum design and student agency | $15k |  |  |  | out door classroom pilot evaluatedchecklist completed |
| Surveys to measure student and staff health and well being will be held in March and December |  |  |  |  | surveys completed |