



Dairy Flat School

School Charter, Strategic and Annual Plan 2019-2021

Strive for Excellence - Care for All

Resources
Inputs

Staff

Students

Whanau

Strategic Goals Initiatives/Outputs

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

RESPECT

Outcome Year Two

Strong focus on building relationships with students and across the teams, as well as across the staff.

Introduce Trauma -Informed practices and the zones of regulation programme linked to PB4L.

All staff and students using the same language.

Continue to audit processes as needs arrive.

Students are involved in decision making in curriculum design, values, and other aspects of school life – this is evident in student surveys and video interviews

Build learner capacity in digital technologies

Information around wellbeing can inform future actions

RESPONSIBILITY

Outcome Three Years

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 is 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

RESILIENCE



ANNUAL PLAN

CHARTER

VISION

*Strive for
Excellence
Care for All*

MISSION STATEMENT

To provide the best possible learning experiences and environment to facilitate students to become lifelong learners who 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.

OUR CURRICULUM

High expectations
Treaty of Waitangi
Cultural diversity
Inclusion
Learning to learn
Community engagement
Coherence
Future focus

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.

CHARTER BUSINESS AS USUAL GOALS

<p>That Maori and Pacific Island students achieve at or above national standards and feel valued in our school community</p>	<p>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.</p>	<p>Work with schools in the COL to lift student achievement through professional learning</p>	<p>Provide a safe physical and emotional environment for students and staff</p>	<p>For students to be achieving at or above the expected curriculum level in Reading, Writing, and Mathematics and all other learning areas. In 2021 the focus will be on reviewing our curriculum and delivery.</p>



ANNUAL PLAN

INITIATIVE - 3 Year success	12 MONTH MILESTONE	KEY ACTIONS	RESOURCING
<p>There is consistent, equitable and sustainable excellence in teaching and learning across the school with a focus on accelerating learning</p>	<ul style="list-style-type: none"> ● Strong focus on building relationships with students and across the teams, as well as across the staff. ● All communication will use our common language ● Continue to use the agreed model of collaboration will be used across the school. ● Each team will have an effective agreement for collaborative, efficient and professional practice ● Continue to use the PB4L Programme and ensure it is part of ongoing PD. ● Continue to implement the Zones of regulation programme 	<ul style="list-style-type: none"> ● Relationships with students will become the foundation for actions in teaching and learning. ● Kindness will become a strong precept for the school. ● The leadership team use the agreed collaborative model and use it for their team ● Support the PB4L team to work with staff to implement strategies for supporting students in level 2. ● A set of lesson plans and evidence of expectations visible throughout our environment ● invest in signage and materials to promote our common language ● Use the induction process for any new staff coming into the school 	<p>Leadership team - Debbie team and staff meetings</p> <p>\$10k for PLD and signage and promotion</p>



ANNUAL PLAN

INITIATIVE - 3 Year success	12 MONTH MILESTONE	KEY ACTIONS	RESOURCING
<p>Provide quality coaching and a system to ensure agreed pedagogies are practiced across the school.</p>	<ul style="list-style-type: none"> • all staff will receive quality coaching • develop a professional growth cycle to meet education council requirements • Walkthroughs, observations and student interviews show evidence of excellence in practice 	<ul style="list-style-type: none"> • Coaching and appraisal undertaken by team leaders • review our appraisal docs to ensure it is designed to give effective feedback and feed forward to staff • interview students from each learning space each term 	<p>Debbie - 20 hours per term Leadership team - 10-12 hours per term</p> <p>Leadership team</p>
<p>Audit our systems and processes</p>	<ul style="list-style-type: none"> • Continue to audit processes as needs arrive. • consult students on current processes 	<ul style="list-style-type: none"> • as needs arise adjust processes (i.e Coronavirus pandemic plan) 	<p>Leadership team All staff</p>
<p>Develop a focus across the school on Equity and excellence</p>	<ul style="list-style-type: none"> • continue to develop Trauma - Informed practices and the zones of regulation programme linked to PB4L. • provide equitable learning opportunities for students with special needs • That Maori and Pacific Island students achieve at or above national standards and feel valued in our school community • For students to be achieving at or above the expected curriculum level in Reading, Writing, and Mathematics and all other learning areas 	<ul style="list-style-type: none"> • Learning support team meet once a fortnight. • Learning support meetings - just in time meetings with parents as immediate response to concerns raised. • Team meetings focus on at least data twice a term • Review curriculum - localisation and cultural capability as well as equity • Set up curriculum teams and establish clear student profiles • Work with schools in the COL to lift student achievement through professional learning 	<p>TO Day - all staff</p> <p>Meetings twice a term</p> <p>PLD with Facilitator (Julie Shumacher – Education Group)</p>



ANNUAL PLAN

INITIATIVE - 3 Year success	12 MONTH MILESTONE	KEY ACTIONS	RESOURCING
<p>Build learner capacity through inclusive and creative curriculum design</p>	<ul style="list-style-type: none"> ● ensure that our curriculum has a focus on localised context. ● overview gives room for creativity ● expand our learning through play programme ● all students and staff use and understand our new inquiry model ● Students are involved in decision making in curriculum design, values, and other aspects of school life – this is evident in student surveys and video interviews ● Build learner capacity in digital technologies 	<ul style="list-style-type: none"> ● Ensure that curriculum planning is based around a localised context and understandings. ● 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 ● Increase student agency in curriculum 	<p>teachers</p> <p>leadership team</p> <p>Debbie and teachers</p>
<p>Models, systems and processes for ensuring all learner well-being are embedded</p>	<ul style="list-style-type: none"> ● 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 ● Information around wellbeing can inform future actions 	<ul style="list-style-type: none"> ● 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 	<p>All staff</p>



ANNUAL PLAN

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	Strong relationships are in place across the school Team agreements are in place and are used and referred to regularly All staff have knowledge of our PB4L strategies and use them New signage has been put in place
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 completed new professional growth cycle implemented Staff/team/leadership meetings minutes improved student achievement and progress data
Audit our systems and processes and compile an action plan to address weaknesses				5 hours	Effective processes and systems in place
Develop a focus across the school on Equity and excellence					Regular student support meetings that engage whanau and student voice Improved data Updated curriculum in draft for 2022 Curriculum teams use teacher expertise to share knowledge
Build learner capacity through inclusive and creative curriculum design and student agency	\$10k				Curriculum has local context School pepeha compiled Increased student agency
Surveys to measure student and staff health and well being will be held in March and December					Surveys completed