



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 One Year

All walkthroughs and appraisal evidence and student interviews show evidence of excellence in practice

Used our induction process and evaluated its effectiveness

All 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 interviews

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 – *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.

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.

OUR CURRICULUM

– *The What*

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 2019 the focus will be on implementing a new inquiry model.</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"> ● 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 	<ul style="list-style-type: none"> ● 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 	<p>Leadership team - Debbie team and staff meetings</p> <p>3-5 hours to develop matrix - 5 staff team and leadership meetings</p> <p>TO Day, 10 days across year - Susan lead - Jody, Robyn, Jenny, Julie -PB4L Team</p> <p>\$10k for PLD and signage and promotion</p> <p>all staff - 20 hours per term</p> <p>three days</p> <p>Courtney, Susan, Debbie</p>



ANNUAL PLAN

INITIATIVE - 3 Year success	12 MONTH MILESTONE	KEY ACTIONS	RESOURCING
<p>Provide quality coaching and an appraisal system to ensure agreed pedagogies are practiced across the school.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Debbie - 20 hours per term Leadership team - 10-12 hours per term</p> <p>4 staff meeting - leadership team</p> <p>Leadership team</p> <p>all teachers</p>
<p>Audit our systems and processes</p>	<ul style="list-style-type: none"> Identify key systems and processes survey staff on knowledge of our systems and processes consult students on current processes 	<ul style="list-style-type: none"> compile an action plan to address weaknesses from the audit/survey results 	<p>Leadership team All staff - tbc</p>
<p>Develop a focus across the school on Equity and excellence</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>TO Day - all staff</p> <p>Susan 4 hours</p> <p>Meetings twice a term</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 overview gives room for creativity expand our learning through play programme all students and staff use and understand our new inquiry model 	<ul style="list-style-type: none"> 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 	<p>Board resourced teacher - 1 day/week - \$15</p> <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 	<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	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 completed 100% walkthroughs and appraisals provide evidence of focus on excellence 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	Action plan completed
Develop a focus across the school on Equity and excellence					school wide definition in evidence -BOT, Signage, website, blogs data analysis workshops completed planning docs provide evidence of inclusion data docs
Build learner capacity through inclusive and creative curriculum design and student agency	\$15k				out door classroom pilot evaluated checklist completed
Surveys to measure student and staff health and well being will be held in March and December					surveys completed