

# Blockhouse Bay Primary School Strategic Plan



2019 - 2021





# Blockhouse Bay Primary School Strategic Plan

He  
Manu  
Rere

2019- 2021

To work together to improve learning and teaching

To be designers of our own learning

Māori  
Achievement

Pasifika  
Achievement

English  
Language  
Learners

MELAA  
Achievement

To promote wellbeing for all

# Blockhouse Bay Primary - Strategic Plan 2019- 2021



*WE SEEK* knowledge, understanding and success  
*WE STRIVE* to be creative, resilient and respectful  
*WE SOAR* confidently into the world, strong in our unique identity

## Strategic Goals & Initiatives

### To work together to improve learning and teaching

- Collaborative Inquiry Teams working to increase priority learner progress and achievement particularly English Language Learners.
- Ongoing targeted Professional Learning and Development
- Building leadership capability to positively impact student learning & wellbeing
- Strengthen home school partnerships

### To be designers of our own learning

- Increase learner agency for all
- Implement Digital Technology Curriculum
- Increase student leadership

### To promote wellbeing for all

- Collaborate to design and implement strategies to address student, whānau and staff wellbeing
- Promote cultural responsiveness
- Embed He Manu Rere Learner Profile to support all learners to reflect on their strengths and challenges and how they may positively contribute to a wider community

## Measures of Success

- Progress for all learners
- Accelerated learning for our ELL, Māori, Pasifika and MELAA learners
- Real time sharing of student learning and progress between home and school.
- Collaboration to support new learning.

- Learners know what they have learnt and what they are learning next, then design and implement learning to achieve this
- Digital Technology will be used authentically across curriculum areas
- Student Leaders across the school lead initiatives to effect positive changes in our school

- Our school will be an inclusive and accepting learning environment for all
- Differentiated instruction principles that respond to each learner are evident
- He Manu Rere Learner Profile is used by all to guide and underpin all learning
- Students, staff and whānau actively contribute to planning, implementation and review of wellbeing initiatives.

# Defining the Strategic Initiatives

To work together to improve learning and teaching

Strategic Initiatives	Actions and Timeframe	Responsibility of:	Measures of Success
<ul style="list-style-type: none"> <li>Collaborative Inquiry Teams working to increase priority learner progress and achievement particularly English Language Learners.</li> </ul>	<ul style="list-style-type: none"> <li>Select target students based on schoolwide priorities</li> <li>Monitor and respond to ELL, Maori, Pasifika and MELAA learning needs</li> <li>Collaborate to inquire into ways to impact student achievement and wellbeing</li> <li>Follow inquiry process to reflect on impact on student achievement and wellbeing</li> <li>Share successes with others within school and across the Kāhui ako</li> </ul>	Mandy, Felicity, CIT Leaders and ESOL Team	<ul style="list-style-type: none"> <li>-Progress and achievement data for English Language Learners, Māori, Pasifika and MELAA students shows improvement</li> <li>-Minutes from CIT meetings provide evidence of teachers following inquiry processes</li> <li>-Inquiries are shared with other staff and within the Kahui Ako</li> </ul>
<ul style="list-style-type: none"> <li>Ongoing targeted PLD</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and strengthen Assessment implementation</li> <li>Strengthen data literacy for students, teachers</li> <li>Continue Guided Reading PLD</li> <li>Explore ESOL Strategies and the use of ELLPS/SELLIPS</li> </ul>	Elizabeth & Mandy Team Leaders & ESOL Team	<ul style="list-style-type: none"> <li>-Assessment is accurately administered and analysed</li> <li>-Students &amp; Teachers used data effectively to inform next steps in English acquisition and Guided Reading as well as other Learning areas</li> <li>-Teachers use ELLPS/SELLIPS effectively to assess and plan</li> </ul>
<ul style="list-style-type: none"> <li>Building leadership capability to positively impact student learning &amp; wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Access Evaluation Associates to provide Professional Learning and Development in Open to Learning Conversations for SLT</li> <li>Embed and strengthen Performance Management process incorporating Education Council Standards ensuring deeper inquiry and reflection</li> <li>SLT supported to lead teams in data analysis</li> </ul>	Neil & Elizabeth	<ul style="list-style-type: none"> <li>-Increased effectiveness in providing feedback during Practice Analysis Conversations</li> <li>-Documentation shows evidence that meets Education Council Standards</li> <li>- Meeting minutes provide evidence of rigorous analysis of data informing decision making at a team and schoolwide level</li> </ul>
<ul style="list-style-type: none"> <li>Strengthen home school partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Explore and implement tools with a view to incorporating a system of real time sharing of learning to students and whānau</li> <li>Continue to develop Workshops/Website resources for parents</li> <li>Further develop visual progress tools/Learning Pathways in Reading</li> </ul>	Felicity, Elizabeth  Felicity Mandy	<ul style="list-style-type: none"> <li>-Inquiry into possible tools to complete and implement actions</li> <li>- Resources available on website, workshops attended</li> <li>- Pathways developed, implemented and used by</li> </ul>

# Defining the Strategic Initiatives

To be designers of our own learning

Strategic Initiatives	Actions and Timeframe	Responsibility of:	Measures of Success
<ul style="list-style-type: none"> <li>Increase Learner Agency for all</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen student voice in Inquiry based learning decision making</li> <li>Understand and identify their current learning and next steps in their learning</li> <li>Support and challenge students Identified as Gifted</li> <li>Explore opportunities for children to design and implement their own learning</li> </ul>	SLT	<ul style="list-style-type: none"> <li>-Students will be able to articulate their next learning steps</li> <li>-Students will be able to provide evidence of how they have met learning goals</li> <li>-Students will be driving and designing their learning through inquiry</li> <li>-Gifted students will be included in the classroom rather than taken out for stand alone groups</li> </ul>
<ul style="list-style-type: none"> <li>Implement Digital Technology Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Provide ongoing guidance and support to teachers to increase their understanding of the Digital Curriculum</li> <li>Provide PLD for teachers on integrating Digital Technologies and how this can look in their classroom setting</li> <li>Plan for authentic opportunities for implementing digital curriculum outcomes</li> <li>Increase use of STEM equipment to create</li> </ul>	Felicity	<ul style="list-style-type: none"> <li>-All teachers will understand how the Digital Curriculum can be integrated and implemented effectively across the curriculum</li> <li>-Students will be creating and innovating through digital technologies</li> <li>-Students will be creating solutions collaboratively to solve real problems</li> <li>-PLD provided to all staff</li> </ul>
<ul style="list-style-type: none"> <li>Increase student leadership</li> </ul>	<ul style="list-style-type: none"> <li>Establish a leadership group from across school</li> <li>Include students in the curriculum planning</li> <li>Student led initiatives promoted and encouraged</li> </ul>	Elizabeth, Claire and Curriculum Planning Team	<ul style="list-style-type: none"> <li>-Students from across the school will be leading positive change in our school</li> <li>-Students across the school will be contributing to planning</li> <li>-Student group that lead initiatives to make change in our community</li> </ul>

# Defining the Strategic Initiatives

To promote wellbeing for all

Strategic Initiatives	Actions and Timeframe	Responsibility of:	Measures of Success
<ul style="list-style-type: none"> <li>Promote cultural responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>Access student history in order to know all learners from entry into classroom</li> <li>Recognise, reflect, validate and value cultures and worldviews within our curriculum and school community</li> <li>Consider learning environments and contexts for learning to raise student engagement</li> <li>Create learning activities that are responsive to interests and abilities of individual learners</li> </ul>	<p>Mandy, Elmarie, Senior Leadership Team, Curriculum Planning Team</p>	<ul style="list-style-type: none"> <li>-Student satisfaction reflected in the outcomes from the student survey</li> <li>-Curriculum Planning to include opportunities to promote learning experiences promoting cultural responsiveness and differentiated learning</li> <li>-Information sessions/ whānau meetings where students, teachers and whānau are able to learn with and from other learners</li> </ul>
<ul style="list-style-type: none"> <li>Embed the He Manu Rere Learner Profile to support all learners to reflect on their strengths and challenges and how they may positively contribute to a wider community</li> </ul>	<ul style="list-style-type: none"> <li>Unpack and use the He Manu Rere progressions with the whole school</li> <li>Use He Manu Rere as a guide for curriculum design, team and classroom decision making</li> <li>Students are able to provide evidence of meeting the progressions and understanding next steps</li> </ul>	<p>Elizabeth, Senior Leadership Team, Curriculum Planning Team</p>	<ul style="list-style-type: none"> <li>-Use of the He Manu Rere progressions for students and staff to reflect on progress</li> <li>-Curriculum Planning Team to include opportunities to promote learning experiences promoting He Manu Rere progressions</li> </ul>
<ul style="list-style-type: none"> <li>Collaborate to design and implement strategies to address student, whānau and staff wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Survey students and staff to identify health and wellbeing issues in schools</li> <li>Plan and implement Initiatives that build resilience and wellbeing for students, whānau and staff</li> </ul>	<p>Elmarie &amp; Senior Leadership Team</p>	<ul style="list-style-type: none"> <li>-Improvement reflected in the outcomes from the wellbeing surveys and PB4L data analysis</li> <li>-Students, staff and whānau actively contribute to planning, implementation and review of wellbeing initiatives.</li> </ul>

## **Glossary**

ELLP - English Language Learning Progressions

ESOL - English for Speakers of Other Languages

MELAA - Middle Eastern, Latin American, African

SELLIPs - Supporting English Language Learning in Primary Schools