



Chaucer School Strategic Plan 2019 - 2021



Our Vision Statement
Empowering confident learners

Introduction

Vision	Values	Goals
Empowering confident learners	<ul style="list-style-type: none">• Respect• Responsibility• Safety• 100% effort	<ul style="list-style-type: none">• Manaakitanga - To foster a culture of respect - Awhi• Rangatiratanga - To embed student led learning - Ahua• Whanaungatanga - To create collaborative relationships that deepen learning - Aroha

The Chaucer Family - Who are we?

Te Aorangī

Awhī

Āhua

Aroha



Whanau Chaucer Tamariki Chaucer Whanau

Tūrangawaewae

Chaucer School Strategic Direction 2019 - 2021

Vision	Strategic Goals	Measureable Outcomes	Current	2019	2020	2021
Empowering confident learners	Manaakitanga - To foster a culture of respect - Awhi	All Year Six students have a leadership role within our school	Student leaders assist with inductions and train upcoming student leaders	Student leadership team plays the lead role in the induction process	50% of Year Six students are able to induct new families	All Year 6 students are able to induct new families
		A culture of coaching exists at our school	Most staff members have engaged with the coaching approach	All staff members have engaged with the coaching approach	All staff members are able to coach adults and students in a range of contexts	Students and adults are able to use a coaching approach in learning and social contexts
	Rangatiranga - To embed student led learning - Āhua	All teachers confidently contribute to the embedding of student led learning [SLL]	The majority of teachers assess themselves at 3/4 on all aspects of the 'SLL teacher self reflection rubric'	All teachers assess themselves at a minimum of 3 in all aspects of the 'SLL teacher self reflection rubric'	All teachers assess themselves at a minimum of 4 in all aspects of the 'SLL teacher self reflection rubric'	All teachers assess themselves at 5 in all aspects of the 'SLL teacher self reflection rubric'
		All students confidently lead their own learning	The 'SLL self reflection rubric for students' is fully implemented by students in senior classes	Students in Years 3-6 are self-assessing against the 'SLL self reflection rubric for students' criteria	Students in Years 1-6 are self-assessing against the 'SLL self reflection rubric for students' criteria	All students are consistently self-assessing against the 'SLL self reflection rubric for students'
	Whanaungatanga - To create collaborative partnerships that deepen learning - Aroha	An active partnership with parents and whanau to support students' learning and wellbeing and to build strong community networks	Parents see themselves as valued partners and some are engaging at a deep level in their children's education	75% of parents are actively engaged as partners in their children's learning	90% of parents are actively engaged as partners in their children's learning	100% of parents are actively engaged as partners in their children's education

	Chaucer Community Group	Parents, whanau and members of the wider Chaucer Family organise and lead school events and activities	Hui/fono have previously been organised and run by whanau. Parents coach some sports teams and the CCG is operating strongly	Parents & whanau organise and lead hui/fono. Parents & whanau assist in producing learning resources for other parents.	Chaucer Family members run workshops for parents & whanau	Chaucer Family members organise and lead school events, activities & workshops
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Respect

Responsibility

Safety

100% Effort

Strategic Goals 2019 - 2021

Strategic Goal 1 - Manaakitanga - To foster a culture of respect - Awhi

Initiative What will support us to get there?	Specific actions How will we get there?	BEW	12 month milestone Where do we need to be at the end of 2019?
Develop high performing staff	<ul style="list-style-type: none"> Coaching PLD in order to further upskill in the GROWTH coaching model Extend coaching sessions to all staff with the aim of supporting staff to develop professionally and as individuals Form a Te Ao Maori coordination team 	BF/LT Staff JW/ AM/SE	<ul style="list-style-type: none"> Individual goal & plan around practices & strategies in place Staff deeply engaged with the strategic plan Coaching sessions timetabled and prioritised Coaching sessions aligned with teacher inquiries & appraisals Te Ao Maori tohungatanga (expertise), mōhio (knowledge) accessed from within the Chaucer Family & Kahui Aka Te Ao Maori overview understood & consistently implemented
Induction of new students & their families	<ul style="list-style-type: none"> Student leadership team trained in leading induction process Update enrolment pack to include information about digital collaboration 	MF/KS CL/DP	<ul style="list-style-type: none"> Student leadership team plays the lead role in the induction process Students independently model our Chaucer Values 100% of new families are actively engaged as partners in their children's learning

Programme of events planned by students, staff, CCG, wider Chaucer Family	<ul style="list-style-type: none"> • Parents & whanau organise and lead hui/fono. • Parents & whanau assist in producing learning resources for other parents. • Participate in community events/acts of service (e.g. beach clean-ups, choir visits, tree-planting) 	<p>P&W</p> <p>P&W</p> <p>Tchers</p>	<ul style="list-style-type: none"> • Minimum of two events per year per team • Hui/fono led by parents & whanau • Learning resources available for parents/whanau to access • Students have a sense of belonging in and awareness of our local community
Visual representation of our vision & values in and around our school	<ul style="list-style-type: none"> • Artwork / signage / mural on external wall • Students design visual representations for their classrooms • Staff design visual representations for staffroom 	<p>PS</p> <p>Tchers</p> <p>Staff</p>	<ul style="list-style-type: none"> • New signage installed around the school • Completed artwork installed • All classrooms displaying student designed visual representations • Communications e.g. newsletters contain vision & values

Strategic Goal 2 - Rangatiratanga - To embed student led learning - Āhua

Initiative What will support us to get there?	Specific actions How will we get there?	BEW	12 month milestone Where do we need to be at the end of 2019?
Extending student ownership of their learning	<ul style="list-style-type: none"> • Provide opportunities for teachers to share their reflections on student-led learning and aspects of best practice • Students reflect using 'SLL self reflection rubric for students' [modified for year levels] • Class programmes allow for plenary and reflection sessions • Fortnightly goal setting for all students consolidated • Provide access to digital technologies for all learners • Support students to be digitally capable learners* • Students create a promotional video explaining student-led learning 	<p>Tchers</p> <p>Tchers</p> <p>Tchers</p> <p>Tchers</p> <p>Tchers</p> <p>Tchers</p> <p>SE/JZ/TA</p>	<ul style="list-style-type: none"> • Shared understanding of 'Achievement through student led learning @ Chaucer' • Parents and whanau have understanding of student-led learning and goalsetting • All students can recall, & demonstrate understanding of, our school vision • Students in Years 3-6 are self-assessing against the 'SLL self reflection rubric for students' criteria • Students' oral language capabilities have been expanded • All students able to set realistic learning goals • All teachers assess themselves at a minimum of 3 in all aspects of the 'SLL teacher self reflection rubric'* • Digital technologies utilised effectively as learning tools within and beyond the classroom • 'Computational thinking for digital technologies' and 'Designing and developing digital outcomes' introduced to staff **

* Reviewed & updated

** see Digital Technologies curriculum

Growing student leadership	<ul style="list-style-type: none"> • All students given opportunities to take on positions of leadership & responsibility • Student leaders receive training • All year 5 and 6 students self identify, & have opportunities, to develop collaborative leadership skills 	<p>Tchers</p> <p>KS</p> <p>SE/JZ/ TA</p>	<ul style="list-style-type: none"> • All students can identify leadership roles & responsibilities • Student leaders have planned, organised & implemented programmes e.g. CLA's. • All year 5 and 6 students model leadership qualities
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Strategic Goal 3 - Whanaungatanga - To create collaborative partnerships that deepen learning - Aroha

Initiative What will support us to get there?	Specific actions How will we get there?	BEW	12 month milestone Where do we need to be at the end of 2019?
Mutukaroa programme	<ul style="list-style-type: none"> Parents supported and trained to work with other families within the Mutukaroa programme Parents & Mutukaroa co-ordinator co-construct goals 	NL NL	<ul style="list-style-type: none"> Parent/whanau report high level of satisfaction with Mutukaroa process Parents actively involved in the goal setting process
Collaboration with our community	<ul style="list-style-type: none"> Develop and implement plan to raise parent awareness of student led learning as part of actively engaged them as partners in their children's learning Use of a range of digital tools and media to engage with parents 	JW/SE Tchers	<ul style="list-style-type: none"> 75% of parents are actively engaged as partners in their children's learning Each team will be effectively using e.g. Whatsapp to engage with parents/whanau around their child's learning
Collaboration between teachers of Priority Learners (PL's) to ensure smooth transitions, especially between teams	<ul style="list-style-type: none"> More in-depth learning conversations between teachers of PL's Teachers spend time in classes at different levels 	Tchers LT	<ul style="list-style-type: none"> Teachers have relationships with the students in their new classes before the start of the academic year All parents & children have had the opportunity to meet their new teacher and build/strengthen the relationship

Respect

Responsibility

Safety

100% Effort

Annual Aspirational Goals

Our students will experience a broad and integrated curriculum 2019

Our curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Our curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Our curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, members of the wider Chaucer Family and the community.

Our curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Our curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Our curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation.

A performing arts programme, aligned with our Chaucer Values, will be provided for all students

Our students will be achieving above the Chaucer expectation in literacy 2019

Priority learners & their literacy learning needs identified

Literacy interventions, including small group support, implemented

'Reading Together' programme delivered for parents

Writing workshops delivered for parents

Oral language workshops delivered + video clips produced for parents

For all students to be making at least satisfactory progress in reading and writing

Moderation workshops to ensure consistency of OTJ's, including across school moderation (Kahui Ako)

Utilise Kahui Ako Across school teachers to support teacher led inquiries in order to maximise impact on student learning

**Our students will be achieving above the Chaucer expectation in mathematics
2019**

Priority learners & their maths learning needs identified. Teaching & learning programmes based on this.
Maths workshops delivered for parents
Opportunities provided for increased student led learning in maths
For all students to be making at least satisfactory progress in maths
Utilise Kahui Ako 'Across school teachers' to support teacher practice and making consistent OTJ's

**Raise levels of achievement and engagement of Maori and Pasifika students
2019**

Maori & Pasifika priority learners identified and targeted, based on learning needs
Te Ao Maori ('Maori world', includes Te Reo & tikanga) programme delivered effectively in all classes
Increased & improved communication amongst whanau
Through Mutukaroa programme 'at risk' Maori & Pasifika priority learners supported through a peer scaffolding programme
Maori & Pasifika students have strong sense of their cultural identity within the Chaucer Family
Maori & Pasifika achievement data is analysed and used to inform practice throughout the year

**Effective self review processes and reporting
2019**

Programmes and initiatives are effectively reviewed, evaluated and next steps planned & implemented
The Strategic Plan is a living document, regularly reviewed and refined
A self review culture continues school wide

Key:

BEW = By exactly who	ST = Springboard Trust
Tchers = teachers	CCG = Chaucer Community Group
P&W = Parents & whanau	e.g. MF = initials of staff members
LT = Leadership team	
TLdrs = Team leaders	

Student Achievement Targets - 2019

Historical position	Targets	Plan to achieve this	Resources	Timeframe
Chaucer Values well embedded. Behaviour incidents (minor & serious) incidents, have been reducing over time	All year 5 and 6 students independently model our Chaucer Values	Students self assess against the Chaucer Values Student leaders share Chaucer Values messages at e.g. assemblies	Chaucer Values term plans Leadership responsibilities & opportunities	December 2019
Coaching programme implemented, findings from IPT survey implemented	Build resilience and wellbeing for students and staff	Action plan based on teacher and student survey findings	Wellbeing survey Chaucer Values focus Kahui Ako expertise accessed	December 2019
Boys' achievement in writing is significantly lower than girls'	Boys' achievement in writing is brought into alignment with girls'	Investigate barriers to writing and utilise SLL to engage and motivate boys	Teacher inquiry time Coaching sessions Utilise Kahui Ako Within & Across school leaders	December 2019
43% of students (12 individuals) in the 'After 2 years' cohort did not meet our Chaucer Expectations in maths at the end of 2018.	These students to achieve accelerated progress in 2019 i.e. more than 1 year's progress	Investigate barriers to maths understanding & strategy implementation Utilise SLL	Engage & support parents of these students Utilise Kahui Ako Within & Across school leaders	December 2019

Business as usual plan 2019

	NAG focus area	Planned strategies for the year
NAG 1	Curriculum area initiatives	Ensure teachers responsible for The Arts, Health and PE take leadership roles, e.g. whole school planning, coverage, effective utilisation of budget.
	PLD for teachers	Facilitated coaching PLD, utilising the GROWTH coaching. Ultimate aim to create a 'Culture of Coaching' Personal goals set
	Curriculum design and integration	Ensure a broad & integrated curriculum based on learning needs & interests of students Teaching as inquiry approach implemented utilising 'Spiral of Inquiry' model Utilisation of Kahui Across & Within teachers to support inquiries in order to maximise impact on student learning
	Students at risk / SENCO	Identified by classroom teachers, through team meetings and communicated to SENCO. Students monitored and programmes adjusted as appropriate. Priority learner groups identified + needs analysed Progress of priority learners tracked Team leaders will ensure new students are having their needs met. Special Needs register updated & monitored (on eTAP) Range of targeted initiatives and programmes to support children in reaching their potential.
	Mutukaroa	Programme continues and works with 5, 5.5, and 6 yr olds. Mutukaroa co-ordinator organises & runs learning conversations with parents/whanau Investigate teachers completing all testing of 5 and 5.5 yr olds.

	GATE and ESOL / ELL programmes	Identify GATE and ELL students. ELLP matrices effectively utilised Teacher aides to work with ELL and special needs students. GATE programme introduced.
	Regular, quality physical activity	School wide fitness on Mondays, Tuesdays, Wednesdays and Thursdays
	Consultation with Maori whanau	Regular Whanau hui (combined with Fono) held, led by parents Achievement data reported to parents Targets set, based on data Attendance at Kahui Ako hui
	Consultation with Pasifika families	Regular Fono Pasifika (combined with Hui) held, led by parents Achievement data reported to parents Attendance at CoL/Kahui Ako fono
	Te Ao Maori programmes	Te Ao Maori overview implemented Kapa haka group strengthened and run by whanau
	Travelwise	Student Travelwise team to develop leadership skills in relation to the programme Walking School bus consolidated
	Chaucer Community Group [CCG]	Organise events throughout the year, aims - bring Chaucer Family together and fund raising.
NAG 2	School review	Programmes and initiatives are effectively reviewed (Chaucer Learning Community Self Review document) School Self Review schedule (3 years) completed and implemented Capture student voice around identified areas Capture staff voice around identified areas Capture parent voice around identified areas
	Policy and procedure review	Review policies as per policy review timetable
	Strategic plan review	Members of wider Chaucer Family involved, including at 'Chaucer Family - Professional Day' Jan/ Feb. Share with BOT, staff, families, stakeholders.

	Develop annual plan	To be completed by March 1. Reviewed by staff and BOT
	Develop student achievement targets	See achievement targets above
	Reports to BOT (general)	Principal reports to BOT at each meeting. Focus on strategic goals and achievement targets.
	Reports to BOT - student achievement	Report to BOT re student achievement, including progress of targeted priority learners.
	Reports to BOT re Maori achievement	As above with Maori students identified
	Reports to BOT re Pasifika achievement	As above with Pasifika students identified
	Reports to BOT re NZ European achievement	As above with NZ European students identified
	Reports to BOT re Asian achievement	As above with Asian students identified
	Reporting to parents	Two per year plus goal setting sheet and Student led conferences in March and July.
NAG 3	Professional learning development (PLD) programme	PLD programme to align with school vision and strategic goals & Kahui Ako vision and goals PLD on: Coaching (with Bernard Fitzgibbon); Upskilling parents in oral language (with Dr Jannie Van Hees); Chaucer Values; Spiral of Inquiry
	Staff appraisal - teachers and non-teaching staff	Teacher appraisal system using the Teacher Action Plan, 'Code of Professional Responsibility and Standards for the Teaching Profession'. Focus on teacher inquiries, utilising coaching. Ensure all non-teaching staff are appraised against job descriptions. School to implement 'Code of Professional Responsibility and Standards for the Teaching Profession'.
	Good employer practices	Induction of new staff (teaching & support staff) completed as per induction pack Provide funding for staff PLD and appraisal. Agreed induction programme in place, based on Chaucer Values Feedback gathered from new staff re induction process

NAG 3	Professional learning development (PLD) programme	PLD programme to align with school vision and strategic goals & Kahui Ako vision and goals PLD on: Coaching (with Bernard Fitzgibbon); Upskilling parents in oral language (with Dr Jannie Van Hees); Chaucer Values; Spiral of Inquiry
	Staff appraisal - teachers and non-teaching staff	Teacher appraisal system using the Teacher Action Plan, 'Code of Professional Responsibility and Standards for the Teaching Profession'. Focus on teacher inquiries, utilising coaching. Ensure all non-teaching staff are appraised against job descriptions. School to implement 'Code of Professional Responsibility and Standards for the Teaching Profession'.
	Good employer practices	Induction of new staff (teaching & support staff) completed as per induction pack Provide funding for staff PLD and appraisal. Agreed induction programme in place, based on Chaucer Values Feedback gathered from new staff re induction process
	BOT training	BOT members to attend training seminars e.g. through NZSTA.
NAG 4	Prepare annual budget	Annual budget, that supports the vision and strategic goals, will be completed and approved by BOT
	Regular reviewing of financial situation with BOT	Summary financial reports to BOT at each regular meeting
	Maintenance of school buildings and groups (10 YPP)	Maintenance identified in 10 YPP actioned.
	Property plan reflects vision and strategic goals	10 YPP priority projects completed as per plan and timeline provided by Waitakere Architects.
	Planned major asset purchases	Junior readers; out of scope property work (linked to priority 10 YPP projects); upgrade in Rms 1-4 (furniture), following property upgrade (subject to BOT approval); school signage; replacement digital devices

NAG 5	Foster a culture of health and safety for staff, students and community	Chaucer Values (Be respectful; Be responsible; Be safe; Give 100% Effort) Provide a safe physical and emotional environment Student leaders take increased ownership of school wide Chaucer Values systems and rewards. Wellbeing survey results analysed & incorporated into planning and actions.
	Transition between classes/teams	In-depth 'meet the class'/relationship building sessions within and across teams
	Chaucer Values supporting active partnerships with parents & whanau	Chaucer Family - Meet the teacher' day, day 1 term 1.
		Schoolwide skills development programme linked to Chaucer Values to continue Invite all new parents to attend a session at the time of their New Entrant child/ren's starting school
	Community health consultation (every two years)	Action points from consultation e.g. Wellbeing survey to be implemented.
NAG 6	Attendance initiatives	Ensure attendance procedures are adhered to and unexplained absences are followed up. Attendance advisor contacted when appropriate Digital register (on eTAP) completed in timely manner by all classroom teachers.
	Ensure that correct procedures are followed re: Stand downs and/or suspensions Management of truancy Teacher registration Staff salary increments (including allocation of Kahui Ako allowances) Police vetting of non-teaching staff and contractors Mandatory reporting to teachers council re competency and/or serious misconduct	

Signed:

Date: / /19

Board of Trustees Chairperson

Signed: Michael Fletcher

Date: / /19

Principal

