



Chaucer School Strategic Plan 2022 - 2024



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?



Chaucer School Strategic Direction 2022 - 2024

Vision	Strategic Goals	Measureable Outcomes	Current	2022	2023	2024
Empowering confident learners	Manaakitanga - To foster a culture of respect - Awhi	All students have a leadership role within our school	All year 6 students have a leadership role & some assist with inductions and train upcoming student leaders	Yr 3-6 students can identify leadership opportunities	Yr 3-6 students can identify & take up leadership opportunities Yr 1-2 students identify leadership opportunities	All students are able to identify & take up leadership opportunities
		A strong culture of coaching exists at our school	All staff members are engaged with the coaching approach	A lead coaching team is established	Students and adults are able to use a coaching approach in learning and social contexts	Coaching approach shared with the wider community
	Rangatiratanga - To embed student led learning - Āhua	All parents have a clear understanding of student led learning [SLL] & their role within it	Some parents have a clear understanding of SLL & their role within it	75% of parents have a clear understanding of SLL & their role within it	90% of parents have a clear understanding of SLL & their role within it	100% of parents have a clear understanding of SLL & their role within it
		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	Opportunities created for Parents, whanau and members of the wider Chaucer Family to connect	Hui/fono & school events have been heavily impacted by Covid. Onsite events are slowly restarting	Class & syndicate events organised onsite/offsite	Class, syndicate & whole school events organised Parents/whanau organise & lead some of these	Regular events & activities held providing opportunities for parents & whanau to connect
Respect		Responsibility		Safety	100% Effort	

Strategic Goals 2022 - 2024

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 2023?
Develop high performing staff	<ul style="list-style-type: none"> PLD on Te Ao Maori/ Te Reo Maori provided for all staff Well-being PLD provided for staff 	LT LT	<ul style="list-style-type: none"> All staff have a base level of Te Reo Maori Te Ao Maori overview understood and consistently implemented All staff able to use digital tools (including Google suite) in their learning programmes All staff able to use school wide apps i.e. WhatsApp, Seesaw as part of strengthening partnerships with parents Well-being PLD delivered for all staff once a year
Programme of events planned by students, staff, CCG, wider Chaucer Family	<ul style="list-style-type: none"> Parents/whanau organize and lead hui/fono (face to face or online) Parents & whanau assist in producing learning resources 	P&W P&W	<ul style="list-style-type: none"> Parents/whanau organising/leading hui/fono Regular engagement of all students and whanau of diverse cultures (e.g. at grandparents/cultural days) Students have a sense of belonging in, and awareness of, our local community
Visual representation of our vision, 'tangas & values in and around our school	<ul style="list-style-type: none"> Te Ao Maori lens applied to our Chaucer Values Artwork/signage/mural on external wall Vision and values on display to be bilingual (tanga's and a's) 	LT LT	<ul style="list-style-type: none"> New signage installed around the school [in English, Te Reo Maori & NZ Sign language] Completed artwork installed

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 2023?

<p>Extending student ownership of their learning</p> <p>* Reviewed & updated ** see Digital Technologies curriculum</p>	<ul style="list-style-type: none"> * Provide opportunities for teachers to share their reflections on SLL and aspects of best practice * SLL teacher self refl rubric reviewed & hybrid learning element added * Authentic, real world learning activities provided for all students * Students reflect using 'SLL self reflection rubric for students' [modified for year levels] * Fortnightly goal setting for all students consolidated * Provide access to digital technologies for all learners * Support students & staff to be digitally capable learners** * Mahi Tahi groups formed to problem solve using computational thinking * Constant/effective communication with whanau to ensure their understanding of SLL program so they can help their kids to learn * Board Reports shared with staff * Kahui Ako WSL's share inquires with staff 	<p>Tchers</p> <p>S/ Tchers</p> <p>S/ Tchers</p> <p>S/ Tchers LT/ BOT S/ Tchers Tchers</p> <p>LT/ Tchers</p> <p>LT WSL</p>	<ul style="list-style-type: none"> • Shared understanding of 'Achievement through student led learning @ Chaucer' • Students in Years 3-6 are self-assessing against the SLL self reflection rubric for students' criteria • All students able to set realistic learning goals • All teachers assess themselves at a minimum of 4 in all aspects of the 'SLL teacher self reflection rubric'* • Parents & whanau have understanding of SLL & goal setting • All students can recall, & demonstrate an understanding of, our school vision • Students' oral language capabilities have been expanded • Students can engage effectively with learning programmes regardless of where they are located
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Growing student leadership	<ul style="list-style-type: none"> • All students given opportunities to take on positions of leadership & responsibility • All Y6 students self identify, and have opportunities to develop collaborative leadership skills • Student voice incorporated into e.g Physical environment refreshment plans, tuck shop feasibility study 	S/ Tchers	<ul style="list-style-type: none"> * All students can identify/take up leadership roles & Responsibilities * Student leaders have planned, organised & implemented programmes e.g. CLA's. * Sandpit relocated & replaced by a bike rack
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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 2023?
Mutukaroa programme	<ul style="list-style-type: none"> • Make physical contact with whanau (e.g. before/after school) • Online meetings with whanau used/offered • Resources/tests taken home with the child or shared when meeting with whanau 	NL NL NL	<ul style="list-style-type: none"> • 100% of parents are actively engaged, & feel empowered, as partners in their children's learning • 100% whanau / parents are present during online/face to face meetings, Mutukaroa resources are used at home • Parent/whanau report high level of satisfaction with Mutukaroa process
Collaboration with our community	<ul style="list-style-type: none"> • Educate and inform parents about SLL in each area of the school * Chaucer Family members run workshops for parents & whanau * Junior & Middle syndicates create a promotional video explaining student-led learning * Engagement with local Iwi * Opportunities provided for parents & whanau to connect * Explore feasibility of establishing a Community hub 	Tchers P&W/S S/ Tchers MF/BOT LT/ Tchers CL/LT	<ul style="list-style-type: none"> • Parents & whanau have deeper understanding of SLL and their role within it • Class / Syndicate events organised e.g. picnics, 'Day' camp • Options re establishment of a Community Hub have been explored • Local Iwi connection made

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 • Increase profile of all staff among students • Teachers spend time across levels and school * Upskilling of AT's and Teachers to support Priority Learners * Opportunities for teachers to be visible at e.g. Assemblies * Buddy class system operating * Teachers read stories/teach in/ to a different class each term 	<p>Tchers</p> <p>LT/ Tchers Tchers</p> <p>LT</p> <p>LT</p> <p>Tchers Tchers</p>	<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 • All children know the names of all staff * Teachers profiles raised school wide
Chaucer Community Group	<ul style="list-style-type: none"> * Parents, whanau & members of the wider Chaucer Family organise & lead school events/ activities * Parents & whanau organise & lead hui/fono * Parents & whanau run workshops for parents & whanau (face to face/online/ recorded) 	<p>P&W</p> <p>P&W</p> <p>P&W</p>	<ul style="list-style-type: none"> * Whanau led events/workshops take place * Whanau led hui/fono take place

Respect

Responsibility

Safety

100% Effort

Annual Aspirational Goals

Our students will experience a broad and integrated curriculum 2023

Our curriculum acknowledges the principles of the Te Tiriti o Waitangi / 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 curriculum ensures that every learner and every staff member will be able to continue to teach and learn, regardless of where they are located. This includes ensuring they have access to the tools for learning remotely, and the skills required to do that effectively.

Our students will be achieving above the Chaucer expectation in literacy 2023

Priority learners & their literacy learning needs identified

Literacy interventions, including small group support, implemented

Literacy programme delivered 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 2023

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 2023

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 whānau 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 2023

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	AT = Assistant teacher
Tchers = teachers	CCG = Chaucer Community Group	
S = Students	e.g. MF = initials of staff members	
P&W = Parents & whānau	KA = Kahui Ako [Lynfield]	
LT = Leadership team	WSL = Within school leaders [KA]	
TLdrs = Team leaders	SLL = Student led learning	

Student Achievement Targets - 2023

Historical position	Targets	Plan to achieve this	Resources	Timeframe
Chaucer Values well embedded. Behaviour incidents (minor & serious) incidents, have been reducing over time	All students independently model our Chaucer Values in person & online	Students self assess against the Chaucer Values Te Ao Maori lens applied to our Chaucer Values Student leaders share Chaucer Values messages at e.g. assemblies Term focus on values	Chaucer Values term plans Leadership responsibilities & opportunities	December 2023
Connections/ Whanaungatanga: Student-Student; Staff-Student; Staff-Whanau; Staff-Staff = Going well. Whanau-Whanau=Heavily impacted by Covid Coaching programme implemented, Chaucer Values lived & breathed	Build resilience and wellbeing for students and staff through connection & whanaungatanga	Opportunities provided for whanau to connect [class & syndicate level] Lead Coaching team established	Wellbeing survey Chaucer Values focus In house coaching expertise accessed Kahui Ako expertise accessed	December 2023
Due to extreme weather events, Covid & fluctuating attendance some students have disengaged/been unable to engage with learning	Ensure that every student is able to continue to learn, regardless of where they are located	Upskilling of staff & students re hybrid learning Support for whanau to access digital devices at home	Relationships with suppliers MOE support	December 2023

Cross referencing with National Education & Learning Priorities (NELP)

Strategic Goal	Initiative / Student achievement target	NELP Reference Objective / Priority
Manaakitanga - To foster a culture of respect - Awhi	Programme of events planned by students, staff, CCG, wider Chaucer Family Develop high performing staff	Obj 2 - Barrier free access: Priority 4 Obj 3 - Quality teaching & Leadership: Priority 5 & 6
Rangatiratanga - To embed student led learning - Āhua	Extending student ownership of their learning	Obj 2 - Barrier free access: Priority 3
Whanaungatanga - To create collaborative partnerships that deepen learning - Aroha	Mutukaroa programme Collaboration with out community Collaboration between teachers of Priority learners...	Obj 1 - Learners at the centre: Priority 2 Obj 1 - Learners at the centre: Priority 2 Obj 2 - Barrier free access: Priority 3
	All students independently model our Chaucer Values in person & online	Obj 1 - Learners at the centre: Priority 1

Business as usual plan 2023

	Focus area	Planned strategies for the year
Teaching & Learning	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	<p>Te Ao Maori PLD - applic for MOE funded PLD submitted</p> <p>All staff continue to be engaged in coaching sessions. Aim=supporting staff to develop professionally and as individuals</p> <p>In house coaching PLD. Coaching sessions timetabled & prioritised. A 'Culture of Coaching' in place.</p> <p>Personal goals set</p>
	Curriculum design and integration	<p>Ensure a broad & integrated local curriculum based on learning needs & interests of students</p> <p>Teaching as inquiry approach implemented utilising 'Spiral of Inquiry' model</p> <p>Utilisation of Kahui Across & Within teachers to support inquiries in order to maximise impact on student learning</p> <p>Participate in community events/acts of service (e.g. charitable fundraising events, beach clean-ups, setting up community pataka, choir visits, tree planting). Minimum of 2 events per team per year.</p> <p>Digital technologies utilised effectively as learning tools within and beyond the classroom</p>

Students at risk / SENCO	<p>Identified by classroom teachers, through team meetings and communicated to SENCO.</p> <p>Students monitored and programmes adjusted as appropriate.</p> <p>Priority learner groups identified + needs analysed</p> <p>Progress of priority learners tracked</p> <p>Team leaders will ensure new students are having their needs met.</p> <p>Special Needs register updated & monitored (on eTAP)</p> <p>Range of targeted initiatives and programmes to support children in reaching their potential.</p>
Mutukaroa	<p>Programme continues and works with 5, 5.5, and 6 yr olds.</p> <p>Mutukaroa co-ordinator organises & runs learning conversations with parents/whanau</p> <p>Parents supported and trained to work within their family through the Mutukaroa Programme</p> <p>Parents and Mutukaroa coordinator co construct goals</p>
GATE and ESOL / ELL programmes	<p>Identify GATE and ELL students.</p> <p>ELLP matrices effectively utilised</p> <p>Teacher aides to work with ELL and special needs students.</p> <p>GATE programme introduced.</p>
Regular, quality physical activity	<p>School wide fitness on Mondays, Tuesdays, Wednesdays and Thursdays</p>
Consultation with Maori whanau	<p>Regular Whanau hui (combined with Fono) held, led by parents</p> <p>Achievement data reported to parents</p> <p>Targets set, based on data</p> <p>Attendance at Kahui Ako hui</p>
Consultation with Pasifika families	<p>Regular Fono Pasifika (combined with Hui) held, led by parents</p> <p>Achievement data reported to parents</p> <p>Attendance at Kahui Ako fono</p>
Te Ao Maori	<p>Te Ao Maori overview implemented</p> <p>Kapa haka group run for all Yr 5/6 students</p>

	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.
Self review & Reporting	School review	Programmes and initiatives are effectively tracked & reviewed (Implementation tool; Ldrship team mtgs; Strategic Planning day) Capture student voice around identified areas Capture staff voice around identified areas Capture parent & whanau 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 also two per year.

Our People	Professional learning development (PLD) programme	PLD programme to align with school vision and strategic goals & Kahui Ako vision and goals PLD on: Te Ao Maori; Coaching; Well-being; Chaucer Values; Spiral of Inquiry
	Staff Professional Growth Cycle - teachers and non-teaching staff	Teacher Professional Growth Cycle 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.
Finance & Property	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

	Planned major asset purchases	Out of scope property work (linked to priority 10 YPP projects) following property upgrade (subject to BOT approval); school signage; replacement digital devices; digital display [for upgraded Multi-use learning small / Small hall]; Wi-fi upgrade [Junior block]; Classroom furniture [linked to 10 YPP ILE upgrades]
Health, Safety & Wellbeing	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. All classrooms display Chaucer Values + the Chaucer Values focus for each term
	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 Communications e.g. newsletters contain vision & values Parents & whanau assisting in producing learning resources A range of digital tools & media used to engage with parents
	Induction of new students & their families	All Year 6 students receive training & play the lead role in the induction process Online induction occurs if e.g. face to face not feasible due to health orders
	Community health consultation	Action points from consultation e.g. Wellbeing survey to be implemented.

Policies & Procedures	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: 1/3/23
Board Presiding Member

Signed: Michael Fletcher Date: 1/3/23
Principal