



Chaucer School Strategic Plan 2026



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 2026

Vision	Strategic Goals	Measurable Outcomes Success [add explanation statements]	Current	2026
Empowering confident learners	Manaakitanga - To foster a culture of respect - Awhi	All students have a leadership role within our school [change wording, not 'role': leadership qualities/skills/in the moment actions, definition needed for this]	All year 6 students have a leadership role & they assist with inductions and train upcoming student leaders	Students are demonstrating leadership qualities & skills across the school
		A strong culture of coaching exists at our school	All staff members are engaged with the coaching approach	Staff are demonstrating increased coaching competency
	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	Parents have a consistent & deeper understanding of SLL
		All students confidently lead their own learning	The 'SLL self reflection rubric for students' is fully implemented by students in senior classes	The 'SLL self reflection rubric for students' is fully implemented by students in all classes
	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 many are engaging at a deep level in their children's education	Improved & consistent communication contributing to strong partnerships
		Opportunities created for Parents, whanau and members of the wider Chaucer Family to connect	Successful onsite events run at class/team/school level	Events implemented successfully with high attendance of parents & whanau

Strategic Goals 2026

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?	12 month milestone At the end of 2026, success looks like: [Students;Staff;Whanau]	How will we measure success?
Develop high performing staff	<ul style="list-style-type: none"> PLD on Structured Literacy & Maths provided Strengthen use of effective approaches to teaching and learning to embed SLL Targeted Unpacking of 2026 Teaching Standards Coaching PLD for staff Staff reflection using Te Whare Tapa Whā 'Continuous improvement' approach Review of assessment tools & reporting formats 	<ul style="list-style-type: none"> All teachers understand the 2026 Teaching Standards Increased coaching capacity & competence Create a shared approach to give mana to Te Tiriti o Waitangi '1% better every day' & 'Consistency' philosophies normalised Quality assessment information continues to be used to inform teaching & learning Reporting formats updated 	PGC conversations Self reflection against 2026 Teaching Standards Staff receive feedback from PLD facilitators & Leadership team Staff self assess via a coaching survey
Programme of events planned by students, staff & wider Chaucer Family	<ul style="list-style-type: none"> School Grounds group set up 	<ul style="list-style-type: none"> Parents & whanau, staff & students participating in the group - planning & projects Students have a sense of belonging in, and awareness of, our local community 	Projects planned & implemented to enhance the school grounds Students engaged in projects that involve the local community
Visual representation of our vision, 'tangas & values in and around our school	<ul style="list-style-type: none"> Art project - part II Artwork/signage/mural on external wall Vision and values on display to be bilingual (tanga's and a's) 	<ul style="list-style-type: none"> New signage installed around the school [in English, Te Reo Maori & NZ Sign language] Big hall - Completed artwork installed 	New signage installed around school

Strategic Goal 2 - Rangatiratanga

To embed student led learning - Āhua - *At Chaucer we empower students/ākonga to be independent learners that take risks, set goals and think critically*

Initiative What will support us to get there?	Specific actions How will we get there?	12 month milestone At the end of 2026, success looks like: [Students;Staff;Whanau]	How will we measure success?
Extending student ownership of their learning * Reviewed & updated ** see Digital Technologies curriculum	<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 ● Audit re digital devices [ratio & use+needs] ● AI - integrate into T & L programmes 	<ul style="list-style-type: none"> ● Shared understanding of 'Achievement through student led learning @ Chaucer' ● Students in Years 0-6 are self-assessing against the updated SLL self reflection rubric for students' criteria ● All students able to set realistic learning goals ● All teachers assess themselves using the updated 'SLL teacher self reflection rubric'* - ● Parents & whānau have understanding of SLL & goal setting ● All students can recall, & demonstrate an understanding of, our school vision ● Students can engage effectively with learning programmes regardless of where they are located ● Wi-fi upgrade completed ● Appropriate ratio digital devices provided school wide to meet learning needs ● Staff & Students have an understanding of safe & effective use of AI tools 	Annual student, staff and parent/whānau feedback methods to measure engagement and understanding of our local school curriculum including SLL Annual student learning and progress achievement data analysis with respect to our local school curriculum Updated SLL teacher self refl rubric used effectively Board reports are created collaboratively. Students are self assessing utilizing level appropriate tools.

	<ul style="list-style-type: none"> ● Support students & staff to be digitally capable learners** ● Constant/effective communication with whanau to ensure their understanding of SLL program so they can help their kids to learn [e.g. Parent workshop] ● Board Reports shared with staff ● Upskill staff re their contributions & presentation at Board level ● Consistent, regular communication with parents re schoolwide opportunities in: leadership; sports; learning; the Arts 		
Growing student leadership	<ul style="list-style-type: none"> ● All students given opportunities to take on positions of leadership & responsibility ● Student voice incorporated into e.g Physical environment refreshment plans, tuck shop feasibility study 	<ul style="list-style-type: none"> ● Yr 3-6 students can identify leadership roles & responsibilities ● Raised awareness amongst parents re schoolwide leadership opportunities for their children 	Children & Parents can share information re leadership roles and responsibilities

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?	12 month milestone At the end of 2026, success looks like: [Students;Staff;Whanau]	How will we measure success?
Collaboration with our community	<ul style="list-style-type: none">• Educate and inform parents about SLL in each area of the school• School Grounds group established• Events organised for Parents & whanau at class/team/whole school levels• Follow up survey re 'Teaching & Learning'• Consistent communication to parents schoolwide• Kowhai / Middle syndicate create a promotional video explaining student-led learning• Engagement with local Iwi• Opportunities provided for parents & whanau to connect• Investigation + plan for Community hub formulated [connect with existing hubs]	<ul style="list-style-type: none">• Parents & whanau have deeper understanding of SLL and their role within it• Options re establishment of a Community Hub have been explored & plan completed• Local Iwi connection made• Kowhai video shared schoolwide e.g. at assembly• Whanau hui/fono take place• Deeper understanding of parents views & understanding around 'Teaching & Learning' [following on from 2025 survey]	Tangata whenua satisfaction that whanaungatanga has been strengthened with them, leading to codesign of our local curriculum Termly events held to support whanau connection (all teams e.g. Open mornings, picnics) Videos shared (all teams)

<p>Mutukaroa programme</p>	<ul style="list-style-type: none"> ● Make physical contact with whanau (e.g. before/after school) ● Online meetings with whanau offered ● Resources/tests are shared when meeting with whanau 	<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 	<p>Mutukoroa - beginning school assessment completed on all students and six month assessments completed where needed.</p> <p>Meetings with new parents take place at both checkpoints</p>
<p>Collaboration between teachers of Priority Learners (PL's) to ensure smooth transitions, especially between teams</p>	<ul style="list-style-type: none"> ● More in-depth learning conversations between teachers of PL's ● Increase profile of all staff among students through e.g. assemblies, newsletters, website ● Teachers spend time across levels and school ● Upskilling of AT's and Teachers to support Priority Learners ● Buddy class system operating effectively ● Teachers read stories/teach in/to a different class each term 	<ul style="list-style-type: none"> ● Range of learning activities take place during Buddy class sessions ● All children know the names of all staff through e.g. staff share pepeha at assembly, assembly spotlight on staff member, staff profiles in newsletter 	<p>Staff members are introduced and their role in the school is shared e.g A spotlight segment at assembly, profile in the newsletter/video profile</p>

Annual Aspirational Goals

Our students will experience a broad and integrated curriculum 2026

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 at or above the Chaucer expectation in literacy 2026

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

Utilise expertise from local networks to support teacher led inquiries in order to maximise impact on student learning

**Our students will be achieving at or above the Chaucer expectation in mathematics
2026**

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 expertise from local networks to support teacher practice and making consistent OTJ's

**Raise levels of achievement and engagement of Maori and Pasifika students
2026**

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
2026**

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:

AT = Assistant teacher

Tchers = teachers

P&W = Parents & whānau

LT = Leadership team

TLdrs = Team leaders

S = Students

SLL = Student led learning

e.g. MF = initials of staff members

Student Achievement Targets - 2026

Historical position	Targets	Plan to achieve this	Resources	Timeframe
<p>Chaucer Values well embedded. Behaviour incidents (minor & serious) incidents, have been reducing over time</p>	<p>All students independently model our Chaucer Values in person & online with a focus on Rangatiratanga</p>	<p>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</p>	<p>Chaucer Values term plans Leadership responsibilities & opportunities</p>	<p>December 2026</p>
<p>Connections/Whanaungatanga: Student-Student; Staff-Student; Staff-Whanau; Staff-Staff = Going well. Whanau-Whanau=Rebuilding following Covid Coaching programme implemented, Chaucer Values lived & breathed</p>	<p>Build resilience and wellbeing for students and staff through connection & whanaungatanga</p>	<p>Opportunities provided for whanau to connect [class & syndicate level] Te Ao Maori events implemented Te Tiriti O Waitangi policy to inform this</p>	<p>Chaucer Values focus In house coaching expertise accessed Kahui Ako expertise accessed</p>	<p>December 2026</p>
<p>Some students have disengaged/been unable to engage with learning</p>	<p>Ensure that every student is able to continue to learn, regardless of where they are located</p>	<p>Upskilling of staff & students re hybrid learning</p>	<p>PLD - internal & external</p>	<p>December 2026</p>

Annual implementation plan 2026

Strategic Goal 1	Manaakitanga - To foster a culture of respect - Awhi
Annual target	All students independently model our Chaucer Values in person & online
What do we expect to see by the end of the year?	
<ul style="list-style-type: none"> - A shared approach implemented, to give mana to Te Tiriti o Waitangi - Students have an age appropriate understanding of what 'Respect' looks like for them - Refer to 'Chaucer Values Expectations' doc & 'Chaucer Values student self reflection rubric' 	
Strategic Goal 2	Rangatiratanga - To embed student led learning - Āhua
Annual target	Ensure that every student is able to continue to learn, regardless of where they are located
What do we expect to see by the end of the year?	
<ul style="list-style-type: none"> - Effective approaches to teaching and learning to embed SLL implemented schoolwide - Students display greater independence and confidence towards their learning - Students are consistently self-assessing against the 'SLL self reflection rubric for students' - Consistent messaging to parents schoolwide to support a clear understanding of SLL 	
Strategic Goal 3	Whanaungatanga - To create collaborative partnerships that deepen learning - Aroha
Annual target	Build resilience and wellbeing for students and staff through connection & whanaungatanga
What do we expect to see by the end of the year?	

- We understand our communities' priorities for their tamariki
- Empowering our parents & whanau to engage and lead e.g. School Grounds Group, Community Hub
- We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local school curriculum
- Attendance Management Plan implemented, centred around the goal of fostering an environment where every student feels safe, valued, and motivated to attend daily.
- Clarity around our strengths and Unique Selling Point (USP) & this shared within and beyond our community

Signed: *P.Sneddon* Date: 4-3-26

Board Presiding Member

Signed: *M.Fletcher* Date: 4-3-26

Principal