



Ranui Primary School Strategic Plan 2019 - 2021

<p>Our vision</p>	<p>“Our learners are thriving, growing into confident community and world citizens by challenging thinking and exploring learning that draws from our diverse community”.</p> <p><i>Ranui School recognises the unique position of Maori in all strategic areas and practices.</i></p>					
<p>Strategic focus areas</p>	<p>Challenging ourselves to build ongoing learning, growth mindsets</p>		<p>Changing Our communication to become genuine, open, respectful, inclusive and effective</p>		<p>Growing providing a culture of belonging, evident in systems and practice, to reflect partnerships in learning</p>	
<p>Strategic Goals</p>	<p>1. Deepening capability and capacity of our learners</p>		<p>2. Growing relationships through refocused communication</p>		<p>3. Create equitable outcomes</p>	
<p>Strategic initiatives</p>	<p>develop capability and grow expertise</p>	<p>grow effective teams through opportunities to learn from one another</p>	<p>use digital communication tools to share learning progress with our communities - trial ‘Hapara’ / ‘Seesaw’</p>	<p>effectively engage community as partners in learning at home - link with Tapasa & Tataiako - Relationships for Learning - Whanau groups</p>	<p>strengthen working partnerships through use of Relationships for Learning model</p>	<p>develop confidence in whanau as learning partners. - whanau groups</p>
<p>Strategic priorities 2019</p>	<p>develop teacher capacity & practice in; Culture Counts, Literacy, Leadership, oral language</p>	<p>create opportunities for more collaborative learning - develop ‘above the line culture’</p>	<p>trial new ways of communicating learning and progress of students</p>	<p>create opportunities for whanau involvement in school life</p>	<p>consultation on Ranui School curriculum & graduate profile - all parties - Waitakere Kahui Ako</p>	<p>grow partnerships for teaching and learning with Ranui School Community - Board of Trustees - Kahui Ako</p>

GOAL 1 DEEPENING CAPABILITY AND CAPACITY OF OUR PEOPLE - COACHING

2019	2020	2021
<p>COACHING</p> <p>-- ongoing, building capacity & practice</p> <ul style="list-style-type: none"> - develop sustainability in processes - continue to strengthen coaching processes <p>Culture Counts</p> <ul style="list-style-type: none"> - ongoing coaching all teachers - differentiation in priority needs focus - 6 new coaches accredited - student voice data shows increasing agency over learning <p>Writing</p> <ul style="list-style-type: none"> - differentiated needs - 3 TIER System to consolidate practice. - Deputy Principals Shadow MG so they are able to coach and keep this intervention sustainable. <p>Oral language- Writing - Reading focus</p> <ul style="list-style-type: none"> - sustain & consolidate learning & practice shifts - differentiated focus needs - ongoing coaching and observations terms 1 & 2 linked to writing - introduce 2x new coaches to sustain learning - transfer oral language to support writing focus through to reading Terms 3 & 4 	<p>- strengthen & embed coaching practice</p> <ul style="list-style-type: none"> - sustain and build capacity & practice gains - develop & utilise strengths in wider team <p>Culture Counts</p> <ul style="list-style-type: none"> - all teachers coached 2x / terms 1,2,3 by growing coach group - shadowing / training for 6 new coaches - student voice from ½ our classes shows most children have increased agency over their learning <p>Writing</p> <ul style="list-style-type: none"> - embed new practices and learning - differentiated needs focus continues - identified new (3x) coaches shadow DPs to build sustainability <p>Oral language – Reading Focus</p> <ul style="list-style-type: none"> - embed & transfer oral language learning and practice to impact on reading outcomes for students - develop deliberate strategies to support reading - ongoing development 2 new coaches to sustain observation and coaching by shadowing 	<p>- ongoing coaching practice to build capacity</p> <ul style="list-style-type: none"> - sustainable processes and practice evident in focus areas continues <p>Culture Counts</p> <ul style="list-style-type: none"> - all teachers accredited as coaches - identified coaches observe and coach each other after scheduled observations each term - data collected reflects shifts in teacher practices on all profiles <p>Writing</p> <ul style="list-style-type: none"> - sustain new practices and learning at identified TIER levels - 3x new coaches 2020 report growing strength in teacher practice <p>Oral language – Maths focus</p> <ul style="list-style-type: none"> - planned transfer of strategies and knowledge to maths learning

<p>COLLABORATION - plan, schedule collaborative learning opportunities to drive team sense of purpose</p> <p>Hui time scheduled drives collaboration across teams supporting teachers and support staff achieve goals and depth in personal inquiries</p> <p>Team development</p> <p>Shared vision of Ranui School teamwork is developed</p> <p>Protocols agreed</p> <p>Systems and policies review to reflect beliefs</p>	<p>- strong team culture grows opportunities to learn from one another and strengthen practices</p> <p>Professional learning groups established to focus on inquiries</p> <p>review team protocols each term</p> <p>TSSP survey says team feel they are working together</p> <ul style="list-style-type: none"> - communication is clear - we are welcoming and open - learning from one another is ongoing and adds to each person's wellbeing <p>Systems and practices respond to meet needs and expectations for teamwork</p>	<p>- embed Ranui School Team Culture to drive open to learning, respectful, team driven learners</p> <ul style="list-style-type: none"> - ongoing - each term - review through TSSP survey - ongoing review and adaptation maintains and strengthens Ranui School Team Culture
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GOAL 2 GROWING RELATIONSHIPS THROUGH REFOCUSSED COMMUNICATION

2019	2020	2021
<p>COMMUNICATION - trial new ways of communicating learning and progress</p> <p>Reporting progress and achievement - investigation - what do whanau want to know about their children's learning?</p> <p>- what is progress and achievement? - review 2020 reporting</p> <p>- digital communication trialled to share progress with whanau</p> <p>INTERACTION</p> <p>- create opportunities for whanau involvement in learning</p> <p>- investigate what parents want to learn about and when is best</p> <p>Organise;</p> <p>- whanau conferences</p> <p>- open days,</p> <p>- learning focus sessions based on successful HSP model – Maths 2018</p>	<p>COMMUNICATION learning and progress is effectively communicated</p> <p>- graduate profiles confirmed - used as checkpoints with whanau to transition to intermediate</p> <p>- progress and achievement is reported clearly and meaningfully to parents</p> <p>- digital medium increase learning interactions from home</p> <p>- establish whanau links (teams, ethnicity), adults & children representatives</p> <p>- provide spaces for learning relationships to be developed</p> <p>Parents report that they are growing confidence in talking about learning with their children and school</p> <p>- check with whanau if their needs were met and any ways to strengthen the learning relationships</p>	<p>COMMUNICATION whanau voice collected reflects partnerships in learning are strong</p> <p>- Intermediate children surveyed report that they were well prepared for ongoing learning</p> <p>- sharing of progress and achievement across schools, Intermediates</p> <p>- Check with parents for their requirements, child care, resource making</p> <p>- provide a variety of ways to share learning</p> <p>- parents tell us what they need to know next</p>

GOAL 3 CREATE EQUITABLE OUTCOMES

2019	2020	2021
<p>EQUITY - VALUES</p> <ul style="list-style-type: none">- investigation- graduate profile draft consultation and development for both Maori and English medium- build on our diverse cultures and values- explore Te Reo Maori Kura Auraki development & sustainability <p>Draft Curriculum consultation begins;</p> <ul style="list-style-type: none">- inclusiveness reflected in classrooms, teacher planning, reporting systems <p>RELATIONSHIPS</p> <ul style="list-style-type: none">- strengthen Relationships for Learning role as a model for partnerships- spread model to Te Whakatipu Kakano and through Year 1&2	<p>EQUITY - VALUES</p> <ul style="list-style-type: none">- community confirmation of Ranui School graduate profiles and local curriculum through contributions from their own knowledge and expertise- whanau & children report that they feel their values and culture are being included in their children's learning <p>- train whanau to become leaders for R4L?</p>	<p>EQUITY - VALUES</p> <ul style="list-style-type: none">- checking and review to cater for new contributions and learning- whanau report they are confident learning partners with Ranui School- whanau take on roles in developing learning partnerships to continue through to Y3 & 4 and suggest further possibilities

Annual Plan 2019

12 Month Outcome: DEEPENING CAPABILITY AND CAPACITY OF OUR PEOPLE

Initiative	Milestone	Key Actions	Responsibility	Resourcing
<p style="color: green;">CULTURE COUNTS (ongoing, all kaiako)</p> <p>Term 1 -Impact coaching, data collation and analysis review all teachers, 2x term 1 – dates set</p> <p>- upskill new teachers to Ranui School</p> <p>- ongoing PLD for whole staff</p> <p>-train new Impact Coaches (IC)</p> <p>Term 2 1. ongoing observation cycle</p> <p>2. ongoing training, new IC</p> <p>Term 3 1. ongoing IC observation, reporting review, develop new IC</p> <p>Term 4 Impact coaching, data collation and analysis review all teachers</p>	Impact Coaching observation data shows relationships for learning & effective teacher practice have grown over the year	<ul style="list-style-type: none"> - calendar bookings, observations & relievers - record data & report on shifts Wk 9 – team & BOT - prioritise needs for term 2 	<p>Chris (leader, Kahui Ako) Allisa (DP)</p> <p>Chris</p> <p>Chris, Guiding Coalition, teachers</p> <p>Chris, GC</p> <p>Chris, GC</p>	<p>Kahui Ako lead teacher time allocation</p> <p>-</p> <p>Teacher release</p> <p>TOTAL = \$10,000</p>
	New Impact Coaches have been trained and accredited to spread learning. Chris reports to GC & Allisa	<ul style="list-style-type: none"> - identify why & who, with team 	Chris, teachers, Learning Assistants	
	BOT reports mid year (Chris)	<ul style="list-style-type: none"> - priority needs observed (2x term) - others (1x) - review & report shifts Wk9 - prioritise needs term3 	Chris, GC	
	BOT are informed about shifts in teaching capacity and next steps (Heather)	<ul style="list-style-type: none"> - plan dates and learning - book release for training - shadow coaching 	Chris	
		<ul style="list-style-type: none"> - see T1, 2 with new IC - schedule release, use internal as available 	Chris	
	BOT report end year (Chris)	<ul style="list-style-type: none"> - all teachers wk 2 / 3 - 6x new IC accredited - final data collation wk6 - preparation for 2020 	Chris	
			Guiding Coalition	

<p>WRITTEN LANGUAGE continues Murray Gadd</p>	<p>Literacy Leader to monitor children's writing levels (as they are and apples with apples, from the start of 2018)</p> <p>Teacher shift - Data collected on pedagogical and curriculum knowledge.</p> <p>Reports to BOT mid year/ end year</p> <p>Check in scheduled with Heather Wk6 each term</p>	<p>3 TIER System to consolidate practice. -Deputy Principals to Shadow Murray so they are able to coach & keep this intervention sustainable.</p> <p>Tier 1 - New Teachers (Start by observing Murray, having workshops & observations)</p> <p>Tier 2 - Teachers that need more scaffolding. (Observe Murray)</p> <p>Tier 3- Experienced Teachers to attend Murray Gadd workshops and offer the capability for the Tier 1 & 2 Teachers to observe them.</p>	<p>Teresa (DP) Literacy Leader</p>	<p>Release - observation & feedback</p> <p>3 teachers @\$300 day x \$5,900</p> <p>- Deputy Principals to release where needed.</p>
<p>ORAL LANGUAGE / READING English medium PLD yet to be confirmed (MoE funded)- continue with Oral language – Reading Term1</p>	<p>Teachers apply 2018 oral language learning within Reading planning and practice</p> <p>- check in – Heather Wk 6 Te Whakatipu Kakano Leader reports re trial use of tool end term 2 after training</p>	<p>- Aroha/ Cindy calendar bookings for term 1 & 2</p> <p>- book release for Kaiako</p> <p>- develop systems to track shifts in teacher practice and student progress</p> <p>- set up markbooks in eTAP</p>	<p>Aroha / Cindy</p> <p>Cindy</p> <p>Cindy</p>	<p>MLP Teacher release 3x teachers @ \$300 / day 3x \$2700</p>
<p>Reo a waha assessment (MoE PLD funded)</p>	<p>Kaiako in TWK report change of practice as a result of new learning - check in- Heather – Wk 6</p> <p>AFL observations reflect pedagogy and practise are shifting (mid & end year)</p>	<p>- teachers note similarities in AFL process with CRP profiles</p> <p>- children are clear about learning and have agency over their next step development</p>	<p>Cindy / Aroha</p>	<p>MLP Teacher release 3x teachers @ \$300 / day 3x \$2700</p>
<p>Manutuhituhi ongoing (Te Whakatipu Kakano) MoE PLD - Aroha Heaslip</p>	<p>AFL observations reflect pedagogy and practise are shifting (mid & end year)</p>	<p>- children are clear about learning and have agency over their next step development</p>	<p>Cindy / Aroha</p>	<p>MLP Teacher release 3x teachers @ \$300 / day 3x \$2700</p> <p>TOTAL = MLP \$5,400 Budget= \$5,900</p>

STRATEGIC GOAL 1

12 Month Outcome: DEEPENING CAPABILITY AND CAPACITY OF OUR PEOPLE

Initiative	Milestone	Key Actions	Responsibility	Resourcing
TEAM BUILDING / WELL BEING Impact Coaching ongoing	5 additional IC trained to spread learning and leadership roles	- see 1A	- see 1A - Chris/ GC	- see 1A - explore willingness to use CRT
Whanau Hui collaboration	Hui time drives collaboration across teams, teachers and support staff achieve goals and depth in personal inquiries	- T1, 2, 3,4 -provide time & coaching through leadership hui - set up peers within whanau or across whanau at Whanau Hui times - inclusion of Learning Support team	- Whanau Leaders, DPs - teachers - Whanau Leaders - Learning Support - DP	- time - time, calendar
TEAMWORK (NEW)	Review Wk 6 – survey Heather			
	Shared vision of Ranui School teamwork developed and practised	- schedule 1x staff hui each term to explore & develop; - high performance team definition - effective working protocols - goals & planned actions within various teams - practices to deal with challenges	- Heather / DPs	PLD (SLT through Springboard? \$2,500
	Systems and practises adapted to meet needs and expectations for teamwork		Heather	Resource purchases tbc?
	Our team say they feel they are working together, communication is clear, we are welcoming and open, learning from one another	- schedule Whanau Leader Hui times each term to coach others	Heather / DPs	\$400
	Review – Wk 8 T2 / 3 alongside teachers - Heather	- non contact ½ days, 1x term 2 break, 1x term 3 break - Whanau Leaders Hui coaching	Heather / DPs WL/ DPs/ Heather	TOTAL = \$2,900

12 Month Outcome: GROWING RELATIONSHIPS THROUGH REFOCUSSED COMMUNICATION

Initiative	Milestone	Key Actions	Responsibility	Resourcing
COMMUNICATION School trials new ways of communicating learning and progress (Walk Together ctd 2018 allocation (BOT paid))	<ul style="list-style-type: none"> - investigation - development of Ranui School draft graduate profile for Maori Medium and English Medium - investigation - what whanau want to know about their children's learning - Arama - report to BOT Wk 6 each term - reporting processes trialled and reviewed (LwDT focus 2019 Curriculum Leader) - shadowing / check in with Teresa 2x term - check in with Heather Wk 6 each term - report to BOT mid / end year 	<ul style="list-style-type: none"> -Term 1 Week 3,4,5, Community consultation with key whanau across school -TWK Whanau Hui - after school, before school - Build in consultation re draft profile at Whanau Conferences term 1 - continue to add / improve term 2 - T1 – T3, identified teachers trial Hapara & See Saw to support genuine child focussed communication - ongoing PLD 1x teacher Raranga Matihiko - LwDT team schedule time to develop / trial profiles 	<ul style="list-style-type: none"> Heather / BOT Arama - TWK Kaiako Leader DPs/ Arama - TWK Kaiako DPs/ Arama / TWK Teresa - assessment / teachers DP responsible /Delishia 	<ul style="list-style-type: none"> -Walk Together ongoing -Tea, coffee, cups, BBQ, snacks etc - Tea, coffee, cups, BBQ, snacks etc - time - time within Learning in the Cloud resource 2x \$300/day teacher release = \$600 TOTAL = Walk Together remainder \$12,000 + \$600 = \$12,600

12 Month Outcome: GROWING RELATIONSHIPS THROUGH REFOCUSSED COMMUNICATION

Initiative	Milestone	Key Actions	Responsibility	Resourcing
COMMUNICATION Planned opportunities for whanau involvement in learning Define key areas for reporting progress & achievement	<ul style="list-style-type: none"> - Community consultation term 1,2,3 re profile will tell us when & how they want to work with us - community driven focus for learning hui / partnership development to drive assessment & reporting 	<ul style="list-style-type: none"> -opportunities for whanau involvement planned & scheduled for T2 & T3 through use of successful Maths open afternoon model at WL hui T1 -learning focus sessions planned identified areas term 2 & term 	<ul style="list-style-type: none"> - T1 consultation above Whanau Leaders & teachers WL, teachers, Heather, DPs 	<ul style="list-style-type: none"> Walk Together ongoing Entertainment budget \$1000 TOTAL = \$1000

12 Month Outcome: CREATE EQUITABLE OUTCOMES

Initiative	Milestone	Key Actions	Responsibility	Resourcing
EQUITY - VALUES Ranui School assessment curriculum & graduate profile reflects our diverse cultures and values	- Our community voices tell us that we are working together effectively - collect term 2, term 4 - Arama - report to BOT - More whanau are involved in focussed dialogue - explore values reflected in school Curriculum exploration with whanau begins - report to BOT – Arama Wk 9 term 3 & November Term 4	- continue to work alongside key whanau to strengthen communication - schedule times for working on Walk Together, at least ½ day each week wks 2-9 terms 1 & 2, 1x wk term 3, 2x ½ days term 4 - home visits planned to capture more input in time above - term 3 – as above times set	- BOT / Arama - Heather / Arama DPs / Arama / Heather	Walk Together ongoing - calendar times Calendar 2019

12 Month Outcome: ACHIEVE EQUITABLE OUTCOMES

Initiative	Milestone	Key Actions	Responsibility	Resourcing
EQUITY - RBL Use current model to support development of key whanau members to widen and grow learning impact and relationship building on partnerships	- confirm RFL role Whanau want to be involved Whanau make links across years 1 & 2 building on model	- Report to BOT outcomes - build on relationships set up at transition level & willing whanau identified term 1 through performing arts role to train - introduce to TWK – share skills and strategies	RBL & DP in charge - DP in charge / RBL - DP/ RBL/ TWK	- BOT Funded position part time & ongoing resource making costs \$15,000 - CRT release position Performing Arts Role - incentives for whanau leads to take part = \$500 TOTAL = \$15,500

ONGOING areas ; Health & Safety, Finance, Governance etc

