



KORAUNUI SCHOOL

2016 to 2018

Our Strategic Plan to...

Build



Confidence

Create



Inclusion

Foster



Innovation

Strive for



Achievement

<h1>Our Goals</h1>	<h2>CONFIDENCE</h2> <p><i>to nurture children's confidence and grow orators who are encouraged to voice their quality world and feel engaged in their development</i></p>	<h2>INCLUSION</h2> <p><i>to create an inclusive, happy and safe learning environment, where the student voice is appreciated and the diversity of the school community is reflected.</i></p>	<h2>INNOVATION</h2> <p><i>to foster children's curiosity whilst celebrating innovation and encouraging appropriate risk.</i></p>	<h2>ACHIEVEMENT</h2> <p><i>for each child to achieve their optimum academic performance, through offering a broadened curriculum and investing in those who need greater support.</i></p>
<h1>Aim</h1>	<ul style="list-style-type: none"> • Children and adults comfortable and confident to speak. Children who are able to promote themselves in a responsible way and are effective communicators • PB4L: Children and adults have the confidence to speak out about issues in a safe and supportive environment. Children and adults will confidently self-monitor in all aspects of personal behaviour. 	<ul style="list-style-type: none"> • Tangata Whenua retained as the bedrock, with increased use of Te Reo utilised across the entire school • Reflect on the place of Pasifika nations in New Zealand today, and how we can best meet cultural needs • Build a multi-cultural curriculum that celebrates diversity • PB4L: All issues to be addressed as appropriate to personal circumstances, whether they be cultural, family situation or of special needs. 	<ul style="list-style-type: none"> • The school is a learning hub where resources enable self-directed learners, and technology remains relevant for our savvy children. • Redefine <i>mistake</i> to <i>mis-take</i>. • Children and adults have an opportunity to fairly explore issues and right 'wrongs' without fear of being de-valued. 	<ul style="list-style-type: none"> • Higher achievement for all, particularly Maori, Pacific and boys, through increased investment of time and resource, and through a curriculum that is engaging. • More children achieving at or above National Standard across the board. • Children to be future focused and as such are more environmentally friendly and ethical in learning • Children to be 'risk-takers' and curious in their learning • PB4L: Children and adults will be taught the skills required to positively self-manage, which will lead to an enhanced focus on learning, both for themselves and others.

Actions

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| <ul style="list-style-type: none">• Connect with the wider community, particularly those who can offer tuakana/teina to our children, and those for whom our children can do the same, being role models themselves• Extend class treaty to identify learning styles. Incorporate areas like class layout to encourage child input.• Class sociograms used proactively and positively to enable children to see how their actions impact on others.• Engage with Self Organised Learning Environments (SOLE) to encourage student 'voice' | <ul style="list-style-type: none">• Establish a school NOHO to share the school kaupapa, not just board and staff• Increased integration of bi-lingual Maori-English/English-Maori classes through joint project time across cohorts (SOLE)• Strengthen community connection, establish a "<i>Stokes Valley bucket list</i>": '60 things you need to do in Stokes Valley by the time you are 16'.• Identify what is culturally significant in this community and work to reflect this through subjects covered throughout the year and events celebrated e.g. Waitangi Day, Labour Day, Matariki, White Sunday, Parihaka and Dwali etc• Establish a welcome mat: 'everyone being welcomed as they walk through the door.'• Carry through learnings from the MoE Inclusive Practices Development Programme | <ul style="list-style-type: none">• Continue to foster the Choice Theory methodology by linking with other national and international Glasser schools• Support children to understand boundaries and where flexibility should be encouraged. This will reflect in their increased confidence to try new things and accept risk.• Research SOLE and prepare to implement opportunities where children have greater input into their classroom environment and activities.• Provide 'joyful' learning opportunities throughout the school.• Encourage curiosity and risk-taking through learning opportunities and the removal of fear and coercion.• Engage with the Enviroschools network and embark on a deliberate and continuous pathway to become a gold Enviroschool | <ul style="list-style-type: none">• Deepen the knowledge and application within the curriculum and equalise the importance of all curriculum areas.• Invest in the up-skilling of teacher aides, to ensure they are equipped to support learners' academic and emotional needs• Utilise data: attendance, punctuality and family engagement against achievement data to identify any correlation to performance.• Establish learning groups requiring additional support, with the intention to offer increased resource.• Involve the community - subjects to reflect the diversity of cultures within the community. Opportunity for whanau and aiga to lead/participate in topics to celebrate and engage all learners.• Invest in reading material that will appeal in particular to boys.• Bring the nature of science to the fore in curriculum planning, as a context for learning |
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Measure

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| <ul style="list-style-type: none">• Establish a school 'engagement scale'. Ask, "What does the teacher do to help you learn? What helped when you were five? Query: "In your Quality World, what would your teacher be doing?" | <ul style="list-style-type: none">• Observation and record of Te Reo to measure increased usage.• Community engagement with the school. Measure the volume of contact across families, cultures and the community with the school, with the aim to see increased positive engagement.• Carry through the records of inclusive practice improvements, as detailed in the MoE development programme. | <ul style="list-style-type: none">• Success with children's learning curiosity with risk propensity will be demonstrated by the innovative ideas the school trials that are driven from the student body voice. The school will record the number of ideas born from students and the rationale utilised to determine which initiatives to trial.• Learner, staff and community surveys will also act as a 360 degree review to identify any improvement felt and or observed.• Achieve Enviroschool bronze status in 2015, silver in 2016 and gold in 2017 | <ul style="list-style-type: none">• Baseline data to be collected prior to each targeted intervention, with milestone assessments completed to identify progress.• Consistent collection of evidence, can include: learner surveys, OTJ assessments and observation.• Curriculum leaders to be provided defined times to ensure collection of evidence occurs.• Provide mechanisms for staff to verify and validate their work.• Gauge staff capability in teaching the nature of science through involvement in professional development and class programmes |
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KEY REFLECTIONS

- We will be **deliberate** with our **investment** in our **relationships**.
- Take time to **make time** and ensure that **planning** and the collection of **evidence** occurs.
- Complete **regular reviews** to identify how we are **progressing** and whether we are making an **impact**.
- We will be **agile** and **respond** to learners needs whilst incorporating **input** from the **community**.