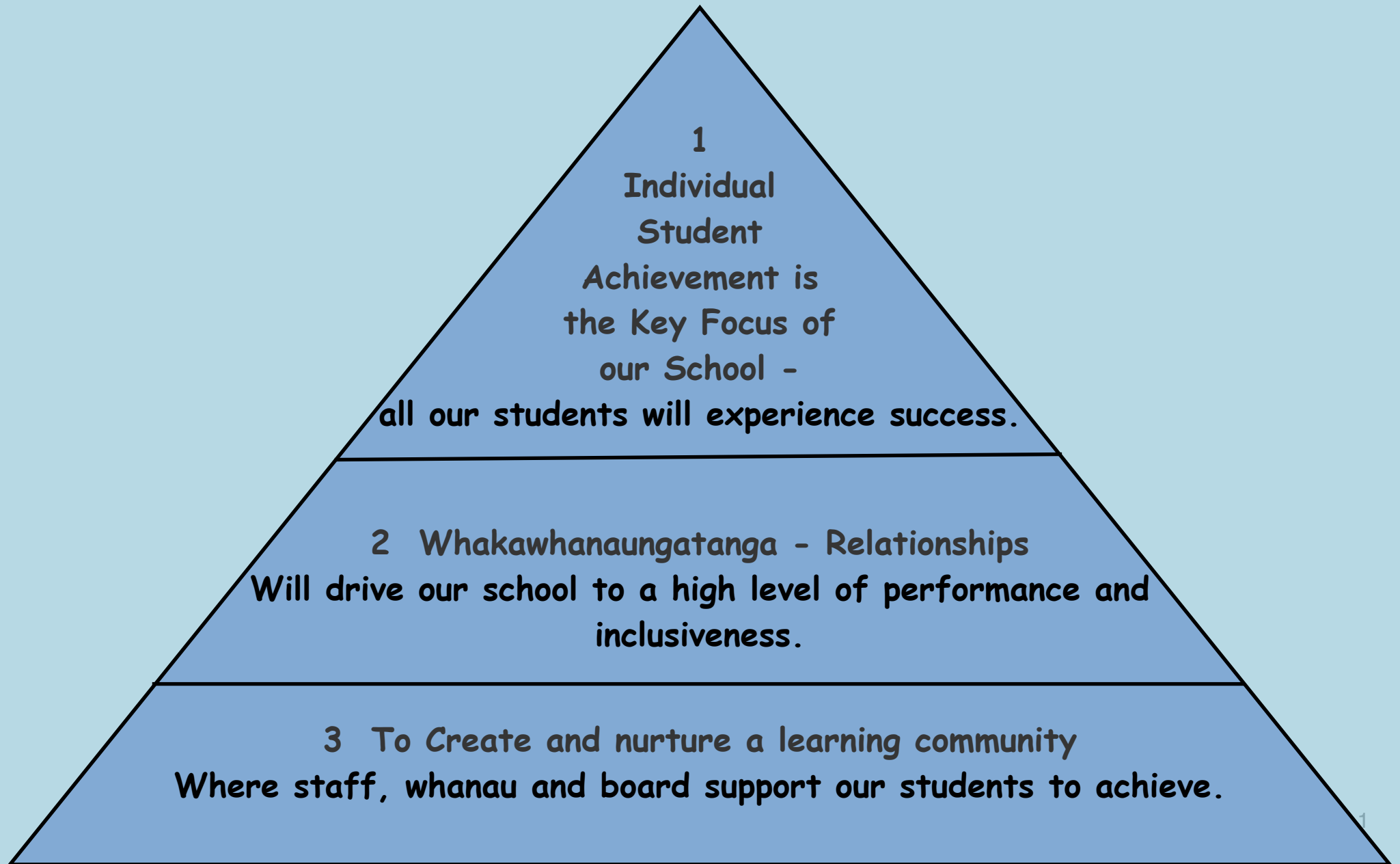


Our Strategic Aims-2015

at Duvauchelle School



Duvauchelle School Strategic Plan 2015-2017

STRATEGIC AIMS:

1. Individual student achievement is the key focus of our school - all our students will experience success.
2. Whakawhanaungatanga - relationships will drive our school to a high level of performance and inclusiveness.
3. To create and nurture a learning community where staff, whanau and board support our students to achieve

OUR MISSION

At DPS students will be proud, motivated and confident learners, empowered to achieve their potential and take ownership of accomplishments whilst experiencing respect and belonging in the community

Strategic Aim 1	2015	2016	2017
<p>1.</p> <p>Individual student achievement is the key focus of our school -all our students will experience success</p>	<p>All students shall benefit from the New Zealand Curriculum and will show progress in the key learning areas of literacy and mathematics, our school will mirror the Ministry of Education's goal of 85% of primary students achieving at or above the National Standards by 2017.</p> <p>Priority is given to the needs of students who fall within the Government focus areas:</p> <ul style="list-style-type: none"> • Ka Hikitea • Pasifika Education • Success for All • Tātaiako <p>The priority groups are tracked and reported to the Board of Trustees.</p> <p>Students, whanau and teachers demonstrate an understanding of students educational journey.</p> <p>Student voice will place an active role across the curriculum and in decision making and the school-student voice is regularly reported to the Board.</p> <p>An inquiring holistic curriculum will be developed that extends to culture/art/science/ environment/social sciences/technology/ health and physical education</p> <p>The Board through its consultation process works with staff, whanau and students to compile a vision for a Year 6 graduate of Duvauchelle Primary School - our community values the development of leadership in our students.</p>	<p>All students shall benefit from the New Zealand Curriculum and will show progress in the key learning areas of literacy and mathematics, our school will mirror the Ministry of Education's goal of 85% of primary students achieving at or above the National Standards by 2017.</p> <p>Priority is given to the needs of students who fall within the Government focus areas:</p> <ul style="list-style-type: none"> • Ka Hikitea • Pasifika Education • Success for All • Tātaiako <p>The priority groups are tracked and reported to the Board of Trustees.</p> <p>Students are actively involved in their educational journey and school processes engage whanau.</p> <p>Student voice is a significant contributor to strategic development and planning.</p> <p>Students experience diverse opportunities and experiences learning</p> <p>Students, whanau and teachers know what a Year 6 graduate looks like and students aspire to achieve this.</p>	<p>All students shall benefit from the New Zealand Curriculum and will show progress in the key learning areas of literacy and mathematics, our school will mirror the Ministry of Education's goal of 85% of primary students achieving at or above the National Standards by 2017.</p> <p>Priority is given to the needs of students who fall within the Government focus areas:</p> <ul style="list-style-type: none"> • Ka Hikitea • Pasifika Education • Success for All • Tātaiako <p>The priority groups are tracked and reported to the Board of Trustees.</p> <p>A cycle of professional learning ensures that teachers continue to assess all learners accurately.</p> <p>Students own their educational journey, which is understood and readily accessible by whanau through a variety of media.</p> <p>Our students are confident and active contributors to our curriculum review and development.</p> <p>Holistic educational approach integrated into the school curriculum.</p> <p>Our graduates closely align with the Year 6 profile vision</p>

Strategic Aim 2	2015	2016	2017
<p>2.</p> <p>Whakauwhanaungatanga —relationships will drive our school to a high level of performance and inclusiveness</p>	<p>Define the 'wairua' - spirit and wellbeing of our school - incorporating the school rule - respect for self, respect for others and respect for the environment.</p> <p>Our community prioritises the safety of our students-we have a zero tolerance of bullying.</p> <p>A community consultation strategy is developed and implemented - our community is involved, consulted and engaged .</p> <p>Our school story and local story are being developed and learnt as part of the local environment focus within the curriculum.</p> <p>The Board and staff work together to clearly define fundraising objectives to enhance the educational opportunities available to students, and the equipment, resources and facilities desired that sit outside the operational grant.</p> <p>The principles of the Treaty of Waitangi and their role in our school are evident and embraced. DPS is a culturally inclusive school that demonstrates its diversity through teaching and celebration.</p> <p>Student leadership team and student recognition system rolled out.</p>	<p>Our community understands and experiences our 'wairua' - the school rule is evident across the school in a variety of media, practice and experiences.</p> <p>Community feedback drives our Charter review and development process.</p> <p>Our school heritage and story is disseminated across the community and is expanding in depth.</p> <p>The Board, PTA and staff demonstrate strong relationships based on respect and trust.</p> <p>The Te Ao Maori Plan and Treaty of Waitangi principles are embedded in our practice.</p> <p>Our community comes together to learn about each other's cultures.</p> <p>Student leadership roles and recognition system well understood by students and community.</p>	<p>Our wairua permeates all aspects of our school experience.</p> <p>Duvauchelle School community proactively contributes to our school's development and are actively engaged in school.</p> <p>Curriculum learning is closely linked to our heritage and the unique resource rich environment in which we live.</p> <p>The Board, PTA and staff demonstrate strong relationships based on respect and trust.</p> <p>Integration of bi-cultural learning and celebration is part of our school.</p> <p>Students, staff and community accept cultural diversity without bias and celebrate the different cultures that make up our school.</p> <p>Students aspire to achieve through the leadership and/or recognition system.</p>

Strategic Aim 3	2015	2016	2017
<p>3.</p> <p>To create and nurture a learning community where staff, whanau and Board support our students support our students to achieve</p>	<p>Staff professional development plans designed to support the Strategic Aims and Annual Targets.</p> <p>Board receives periodic reports on professional development, readily identifying investment at an individual staff, team and school level.</p> <p>Performance targets identified and measured to ensure consistent teaching practice across the school and performance appraisal, performance management and leadership development are key focus areas for leadership team PD plans.</p> <p>Positive feedback from ERO to indicate consistent teaching practice across the school.</p> <p>Positive feedback from ERO regarding effective school structure.</p> <p>Positive feedback from ERO regarding increased Board capability.</p> <p>School organisational structure reviewed to facilitate a learning community and efficiencies for size of school.</p> <p>Whanau community is engaged and involved through learning opportunities, resources and information to enable support for children at home to accelerate success within a modern learning environment.</p> <p>Board capability assessed and professional development plan formed and linked to Board review process – identified, measured, budgeted and delivered.</p> <p>The blended e-learning plan is updated, implemented and evaluated. Resources are purchased in line with the plan and support the use of blended e-learning to promote students achievement. Systems are set up for effective e-learning assessment and appraisal tools.</p> <p>To give focus to the Principles in the NZ Curriculum.</p>	<p>Professional development identified and linked to individual performance appraisal process – identified, budgeted, delivered and evaluated. Board evaluates investment in learning community and reports on professional development as part of the Annual Report.</p> <p>All staff are confident leaders and self - appraisers in our school and role model this exceptionally to our learners.</p> <p>Board reviews and evaluates effectiveness of organisational structure .</p> <p>Whanau support programmes are available and attended, key areas for supporting learning at home and student success identified, courses developed and implemented .</p> <p>The Board is confident in its cycle of self-review and improvement.</p> <p>The blended e-learning plan is embedded in the school and resources purchased continue to support the plan. Barriers between home and school are minimised and communication is enhanced through effective e-learning tools. A digital citizenship programme is implemented.</p> <p>Staff have a clear understanding of how the principles of the NZ curriculum integrate with the school curriculum.</p>	<p>Learning plans at all levels are reviewed and challenged for their effectiveness and contribution to achieving the strategic plan. Board evaluates investment in learning community and reports on professional development as part of the Annual Report.</p> <p>Opportunities for developing parents and whanau to support students in their learning available and well attended – increase in parent engagement and involvement, part of school culture.</p> <p>The Board has embedded processes for continuous learning, self-review and improvement. Succession Planning for elections completed post June 2016.</p> <p>Blended e-learning is integrated into all curriculum areas seamlessly and is an effective tool for assessment and appraisal. Students show strong digital citizenship skills. .</p> <p>NZ principles are embedded in curriculum delivery at Duvauchelle Primary School.</p>