



Chelsea Primary School

Strategic Plan 2012- 2014

This strategic plan was developed by the Board of Trustees and the teaching staff of the school, in order to provide a disciplined approach to the management of Chelsea Primary School over the next three years. The draft plan was circulated to the parent community for comment.

Chelsea Primary School was established in 1981 in response to the needs of the new subdivision of Chatswood. The school was styled on a variable space model which allowed for more interaction between classes than the typical model of school prevalent in New Zealand. The school continues to operate under the variable space ethos and has further developed and refined the concept as the years have gone by, keeping the school in line with current educational theory and practice. The school has doubled in size since its beginning and buildings have been added as roll growth has taken place. The school community has been responsible for providing the children with a swimming pool, hall, PE equipment shed, after school care facility, adventure playgrounds, covered walkways, sporting equipment, computers and other teaching aids; none of which were provided by the Ministry of Education and for which government funding was not made available.

Vision Statement

Chelsea Primary School encourages academic excellence and fosters progressive thinking and a love of learning.

Mission statement

Chelsea Primary School's task is to create confident, connected, life long learners by encouraging personal growth in a well resourced, supportive environment.

Goals

1. To deliver high quality teaching and learning in all areas and to build on strengths and address weaknesses
2. To continue to create a school culture and environment of which we are proud, fostering respect, understanding and tolerance of the diversity of our school community
3. To develop a plan to resource the school for twenty first century learning

Goal 1 - To deliver high quality teaching and learning in all areas and to build on strengths and address weaknesses

Strategy	Action Steps	Person/s	When	Expected Outcomes	Resources required
<p>Annual Aims and Objectives</p> <ul style="list-style-type: none"> - All students who are not achieving success in relation to the National Standards in reading and writing will have achieved accelerated (more than one year) progress by the end of 2012 - Increase the number of students achieving at or above National Standards for Reading and Writing - Raise the rate of progress for all Maori and Pacifica students 	<ul style="list-style-type: none"> - Targeted reading for students who fit the criteria - Students to be grouped to target writing difficulties/skills - All students, in particular Maori and Pacifica, carefully monitored through the year to ensure progress is being made. - Targeted professional development to increase teacher skills in the literacy area 	<p>Teacher/ Teacher Aide of identified students</p>	<p>2012 - 2014</p>	<p>Accelerated progress resulting in the students reaching National standards expectations.</p>	<p>Teacher Aide hours</p>

Science and Social Sciences focus through the medium of Communities of Thinking 2012 - 2014

Strategy	Action Step	Person/s	When	Expected Outcome	Resources Required	Actual Outcome
To continue with Science Social Sciences. This time focusing on the Living World combined with a Social Science focus on Place and Environment	To design Communities of Thinking to fit around these strands of the curricula and to work through the 'Big Question' for the year. Maori aspect included in all planning where appropriate	All staff	2012	Children will explore the topic, <i>"Is there no place like home?"</i> That there is a clear, coordinated lesson progression and that children can apply their understanding of the topics	Consumables plus costs for any class visits.	
Science focus on Planet Earth and Beyond with a social Science focus on Time Continuity and Change	To design Communities of Thinking to fit around these strands of the curricula and to work through the 'Big Question' for the year. Maori aspect included in all planning where appropriate.	All staff	2013	Unknown as yet until the 2013 Big Question is decided upon at the end of 2012	Consumables plus costs for any class visits.	
Science focus on the Physical World and a social science emphasis on The Economic World	To design Communities of Thinking to fit around these strands of the curricula and to work through the 'Big Question' for the year. Maori aspect included in all planning where appropriate.	All staff	2014	Unknown as yet until the 2014 Big Question is decided upon at the end of 2013	Consumables plus costs for any class visits.	

Progress the bulk of the school through to Level 2 of Te Reo and Tikanga Maori – 2012 - 2014

Strategy	Action Step	Person/s	When	Expected Outcome	Resources Required	Actual Outcome
To further consolidate Level 1 and 2 of the Maori curriculum across the school	Reinforce all areas of level 1 and 2 (where appropriate) to ensure the children are competent and at ease with their learning	All staff	2012	That Years 3 – 6 will become proficient and confident at this level Maori aspect included in all planning where appropriate	Assistance from Team Solutions as needed	
To progress Years 5 – 6 to Level 2 of the Maori curriculum	PhDs will move to Level 3 of the curriculum	Staff in PhDs	2013 and ongoing	That the children in this syndicate will be taught at Level 3.		
	Masters will now concentrate on Level 2 of the curriculum each year	Staff in Masters	2013 and ongoing	That children are now learning at the appropriate levels of the curriculum		
To increase staff knowledge and confidence in Te Reo and Tikanga Maori in the classroom	Continue to work with Team solutions and each other to encourage and affirm. PD at staff meetings	All staff Senior Staff	2012 - 2014	That teachers are able to confidently and competently speak and teach Maori at the level appropriate to their class.	Further PD in Te Reo for all staff	
To encourage wider community participation in Kapa haka and Tikanga Maori	That the whanau are encouraged to take an active part in running the Kapa haka at the school	Senior Staff	2012-2014	That the whanau are encouraged to assist staff by sharing their own knowledge, and/or accessing assistance from other Maori who feel more able to assist		
To inform the wider community about the Te Reo me ona Tikanga Maori curriculum	Use communication channels – eg newsletter and meetings	Senior Staff	2012 - 2014	That the School community understands the Te Reo curriculum.		
To gain the participation and support of the School's Maori Community	The School will engage with the Maori community through culturally appropriate consultation	Senior Staff	2012-2014	The Maori community is participating in and supporting the School's Maori based activities.		

Focus on increasing writing skills - target boys' writing to progress students' achievement to at or above National Standards 2012-2014

Strategy	Action Step	Person/s	When	Expected Outcome	Resources Required	Actual Outcome
To widen net to encompass all students in the school who are struggling with writing	Analyse NS data and target groups of students who are failing to achieve the standard for their year level	AP/DP	2012 - 2014	That all students progress in their learning and achievement in writing, at least to the level required by national standards.	The continued classroom release of both AP and DP Professional development of staff	
To assess improvement in NS results and readdress and alter teaching approaches if necessary	Work closely with teachers as a result of the evaluation and up skill them in identified areas of writing	AP/DP	2012	That teachers are further enabled to diagnose difficulties and set in place appropriate remedial procedures as and when necessary	The continued classroom release of both AP and DP	

Enhance leadership within the school to further accelerate and expedite children's learning 2012 - 2014

Strategy	Action Step	Person/s	When	Expected Outcome	Resources Required	Actual Outcome
To further enable middle management to guide and enthuse their staff in order to improve the outcomes for the children in their care	Set aside 1 day per term for a senior management review of processes, procedures, achievements of the children and barriers to learning	Principal Senior management	Ongoing	That all senior staff will feel energised, affirmed and confident in what is necessary to be done to further the children's learning and achievement	Relievers once per term	
To continue to up skill teachers' pedagogical practices	Call back all teachers for two days of professional development to refresh and enhance understanding of Communities of Thinking pedagogy, methodology and practices	Principal Senior Management	2012	That all staff will step up and embrace responsibility and take leadership within their syndicate to improve the learning experiences and achievement for all students	\$6000	
	Consider holding further development sessions on this theme or similar depending on progress made		2012 - 2013	As above		
	Ensure professional development for staff in all targeted literacy areas	All staff	2012-2014	That staff are confident and well able to deliver focussed lessons for the children	\$12000	
BOT to release Senior Management to monitor and support classroom programmes, National standards and appraisal	Senior Management spend time in classes working with teachers to improve the academic progress of the students	DP/AP	Ongoing	Enhanced systems and , pedagogy and classroom programmes which will improve student learning	\$30 000	
BOT acts as one voice to formulate and put in place sound policies and procedures around being a good employer	Trustees support the PD and work of all teachers.	All trustees	Ongoing	That staff will be reassured that the BOT is acting in the best interest of all staff and that teachers' professional development is an important facet of student improvement		

**Goal 2 - To continue to create a school culture and environment of which we are proud, fostering respect, understanding and tolerance of the diversity of our school community
Further enhance the school environment 2012 - 2014**

Action Step	Person/s	When	Expected Outcome	Resources Required	Actual Outcome
To maintain the bush area and the grounds in tip top condition	Caretaker	Ongoing	That the school continues to look pristine, enhanced by the purchase of a ride on mower	\$13995	
To develop a planting schedule for the school	Caretaker Staff	Ongoing	That we lay down shade and beauty for future generations	Donated trees and shrubs	
Design a signage plan that will work from each entry point to the school	Principal/ Caretaker	2012	A workable plan is developed, ensuring that any signage is clear, reflects our dual heritage and allows our non English speaking community to have clear information		
That 5yr plan money will be made available for the removal of the remaining current fencing and replace with new, aesthetically pleasing and functional fencing	BOT	2012	The safety for the students is improved and the appearance of the school enhanced	\$150 000	
To work with the PTA to investigate the best possible amount of suitable playground equipment for available monies	Principal Staff PTA Board	2012 - 2014	That we provide more adventurous equipment for our children to use, enjoy and to develop increasing confidence	Approx \$40 000+	
To erect shade cloth over the existing adventure playground	Board/ PTA	2013 - 2014	That static shade is provided for the children when using this equipment	Approx \$20 000	

Continuing to ensure the school environment is a safe environment 2012 - 2014

Action Step	Person/s	When	Expected Outcome	Resources Required	Actual Outcome
Review existing health and safety policies as part of the rolling review cycle	BOT	Ongoing	Policies up to date – a safer learning environment established		
To continue to train identified staff in first aid	Principal	Ongoing	Identified staff each year will be trained and gain a recognised first aid qualification	\$3000	
Make community aware of the anti bullying programmes currently in use in the school	SM, staff	2012	Parents are reassured that any bullying is dealt with promptly and effectively		

Fostering community relationships 2012 - 2014

Action Step	Person/s	When	Expected Outcome	Resources Required	Actual Outcome
Survey parents as to their suggestions for further improving the communications between home and school	Principal/ BOT	2012	Parents will respond with how they would see communication working more effectively		
Board to send home a newsletter once per term, outlining the Board's activities and progress towards goals	Board Chair	Ongoing	Parents will be more informed as to the workings of the Board		
Continue to work with Team solutions and MOE for resolution with whanau	Principal Board Staff	Ongoing	A satisfactory outcome for all stakeholders		

Goal 3 - To develop a plan to resource the school for twenty first century learning 2012 - 2014

Strategy	Action Step	Person/s	When	Expected Outcome	Resources Required	Actual Outcome
To improve access to the internet	Apply to be accepted on the MOE's high speed internet access programme	Staff ICT person Principal	2012	That the new cabling, once coupled with MOE high speed access, will ensure more consistent a faster access for the school	MOE funded	
	Investigate wireless access for the school	Staff ICT person Principal	2012	That several wireless hubs will remove the necessity for clumsy cabling in classrooms	Unknown	
To update teaching tools and visual aids	Investigate the cost-benefit of teaching aids such as active boards, digital video cameras et al	Staff Principal	2012 - 2014	That we will have more data to enable budgeting and prioritising		
	To put a ceiling mounted data projector into each classroom	Board	2013 - 2014	That all teachers and students will have immediate access to the technology	Unknown	