

Chelsea School Strategic Plan 2016 – 2018

2016

2017

2018

	2016	2017	2018
<p>Strategic Aim One</p> <p><i>To grow a collaborative, future-focused and responsive model of teaching and learning.</i></p>	<p>1.1 Staff will identify their own learning pathways using the teaching as inquiry (TAI) model. Self-selected professional learning communities (PLC) will be trialed.</p>	<p>Structure and processes modified and strengthened as appropriate, based on reflection and evaluation of 2016 PLC groups.</p>	<p>Structure and processes modified and strengthened as appropriate, based on reflection and evaluation of 2017 PLC group</p>
	<p>1.2 Teaching staff will participate in and lead school wide professional development in the areas of Science and Maths.</p>	<p>Teaching staff will consolidate school wide professional development in the areas of Science and Maths.</p>	<p>Teaching staff will sustain school wide professional development in the areas of Science and Maths.</p>
	<p>1.3 Exploration of what TAI could look like within planning and decision making.</p>	<p>Design and creation of the CPS TAI/LAI (leading as inquiry) model.</p>	<p>Planning and decision making at all levels (teaching and leading) is based on TAI/LAI.</p>
	<p>1.4 Identification of models and experts to facilitate design and creation of a rich and responsive Chelsea Primary Conceptual Curriculum (CPSCC).</p>	<p>Design and creation of CPSCC, facilitated externally.</p>	<p>Implementation of CPSCC.</p>

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	<p>1.5 Further develop the integration of eLearning tools within planning to support learning.</p>	Evidence within planning of links to e-Learning opportunities.	Evidence within planning of links to e-Learning opportunities.
	<p>1.6 Upskill leaders and teachers in the use of data analysis tools within eTap.</p>	Consistent use of the available tools within eTap, particularly data analysis.	Consistent use of the available tools within eTap, particularly data analysis.
	<p>1.7 Curriculum areas reviewed according to review cycle and appropriate action taken.</p>	Curriculum areas reviewed according to review cycle and appropriate action taken.	Curriculum areas reviewed according to review cycle and appropriate action taken.
	<p>1.8 Investigate and participate in sector-led initiatives.</p>	Work within a sector-led initiative.	Work within a sector-led initiative.

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<p>Strategic Aim Two</p> <p><i>To enable every student to reach/work towards their full potential and become a fully inclusive school.</i></p>	<p>2.1 Increase the number of students achieving at or above National Standard in Reading, Writing and Maths.</p>	<p>Increase the number of students achieving at or above National Standard in Reading, Writing and Maths.</p>	<p>Increase the number of students achieving at or above National Standard in Reading, Writing and Maths.</p>
	<p>2.2 Review support systems and investigate current research/models around any new initiatives to meet the needs of our CWSA/CWSN learners.</p>	<p>Implement appropriate initiatives.</p>	<p>Investigate new research and use TAI to support the needs of all learners.</p>
	<p>2.3 Further develop student ability to identify strengths and next steps. Design/develop a Chelsea School language of learning, incorporating Vision, Values and Key Competencies.</p>	<p>Increase student knowledge of their current learning and their voice in assessment.</p>	<p>Student knowledge of current learning and voice in assessment practices is embedded within school teaching and learning culture.</p>

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	<p>2.4 CPS will continue to be a fully inclusive school where students with special education needs experience a sense of belonging and are supported to come to school. These students will engage in all school activities and participate in opportunities to develop key competencies and achieve within the learning areas of the NZC.</p>	<p>Review the level of support for Students with special education needs.</p>	<p>Review/adjust the required level of support for Students with special education needs.</p>
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Strategic Aim Three <i>Create an environment that values diversity and multiculturalism.</i>	3.1 Strengthen partnerships with whanau and facilitate the increasing use of te reo me ona Tikanga.	Continue to facilitate the increasing use of te reo me ona tikanga to create a norm where Māori is included in class and out e.g. welcome and farewell manuhiri, movement through the progressions.	Use of te reo me ona tikanga is embedded and used on a regular basis in and out of class alongside regular reflection of progress.
	3.2 The school environment and culture will reflect the cultures and languages of the students.	The school environment and culture will reflect the cultures and languages of the students.	Adapt reflection of cultures to meet the changes in student population.
	3.3 Students and parents are supported to engage across cultures. Help students and parents to understand and bridge cultural differences.	Students and parents are supported to engage across cultures. Help students and parents to understand and bridge cultural differences	Students and parents are supported to engage across cultures. Help students and parents to understand and bridge cultural differences

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Strategic Aim Four <i>Develop a parent and community communication strategy centred around parent and community needs.</i>	4.1 Facilitate the development of “ChEd” talks- informative video clips designed to provide information to the parents regarding how things happen at Chelsea.	Enhance, modify or cease ChEd Talks according to their success/effectiveness.	
	4.2 Ensure parents are well informed about the school and school activities.	Ensure parents continue to be well informed about the school and school activities.	Ensure parents continue to be well informed about the school and school activities.
		4.3 Develop a supportive community of advocates for the school.	Consult with community to reflect on efficacy of creating a supportive community of advocates for the school.
		4.4 Create a multi-channel communication strategy to ensure consistency between and management of communication channels.	Review efficacy of communication strategy.

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<p>Strategic Aim Five</p> <p><i>Support the management and operation of the 5 year property plan, the 10 year cyclical maintenance plan and curriculum resourcing with a comprehensive budget.</i></p>	<p>5.1 Provide and operate a budget that reflects and supports identified priorities in the Science and GATE curricula.</p>	<p>Provide and operate a budget that reflects and supports identified priorities in the Art curriculum.</p>	<p>Provide and operate a budget that reflects and supports identified priorities in the Science and Social Studies curricula.</p>
	<p>5.2 10 year property cyclical maintenance plan updated for currency.</p>	<p>Items on 10 year property cyclical maintenance plan reviewed and implemented.</p>	<p>Items on 10 year property cyclical maintenance plan reviewed and implemented.</p>
	<p>5.3 Budget reflects and supports health and safety in the school through provision of 1st aid course for all teaching staff and the maintenance of the hazard register.</p>	<p>Budget reflects and supports health and safety in the school through the hazard register.</p>	<p>Budget reflects and supports health and safety in the school through the provision of 1st aid course for all staff and the maintenance of the hazard register.</p>
	<p>5.4 Modern learning environment model is prepared using the 5YA property grant.</p>	<p>Remodeling is complete as far as 5YA budget allows.</p>	<p>Benefits of learning within MLE reviewed and evaluated.</p>