



Strategic Plan 2020-2022

3 Year Vision for Salford School Student Achievement

<p>HAUORA Promotion and commitment to enhancing social, emotional and physical well being through positive school wide practices.</p> <p>VISION Cultural and responsive pedagogy and practices embedded and evidenced schoolwide.</p> <p>Collaborative, connected students, whanau, staff and community working for the tamariki's learning.</p> <p>School Values living in all persons connected to the school through actions, language and attitude.</p>	<p>LOCAL CURRICULUM Relevant, connected, collaborative, responsive and innovative inclusive teaching for excellence</p> <p>VISION Creation of a conceptual, creative, relevant and innovative local curriculum through community consultation.</p> <p>Maximise home school and community partnerships to support and enhance opportunities for learning and learning success.</p>	<p>DIGITAL TECHNOLOGY Increasing student agency and authentic learning opportunities through ICT, elearning and associated resources that support individual, cultural and developmental differences.</p> <p>VISION Enhancement of teaching and learning through meaningful and relevant digital technology use.</p> <p>Support students to become safe, digitally connected citizens who use appropriate available technologies for creativity, problem solving and learning enhancement.</p>
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ANNUAL PLAN 2020

Focus 2020	Action / Target / Initiative	Outcome Monitoring	Reflective Review
HAUORA	<p>Full school wide adoption of PB4L practice and programme.</p> <p>Review and adaptation of Health and Physical Education Curriculum to focus on Wellbeing.</p> <p>Student, Teacher and Support Staff wellbeing: -Smarter NOT harder -Collaborative practices developed</p>	<p>PB4L Lead teacher and team</p> <p>HPE Lead Teacher in Conjunction with all staff</p> <p>All Staff</p> <p>Principal</p> <p>BOT</p>	
LOCAL CURRICULUM	<p>Identification of what it is important for children at Salford School to learn?</p> <p>Assessment and progress tracking review and conjoining with parent communication.</p> <p>Active learning in our local community and involving people from our whanau and community.</p> <p>Naming the key attributes of a Year 6 Salford School leaver and using these to support student leadership, key competencies and learning.</p>	<p>Principal</p> <p>Staff</p> <p>BOT</p> <p>Syndicate Leaders</p>	
DIGITAL TECHNOLOGY	<p>Setting up BYOD inquiry, documentation and parent education information.</p> <p>Developing school wide digital progressions to ensure basics are covered and innovation and creativity is happening across the BYOD classes.</p> <p>Knowledge, understanding and use of the New Zealand Digital Curriculum will be demonstrated through class programmes.</p>	<p>Principal</p> <p>Syndicate leaders</p> <p>Staff</p> <p>ICT Lead Teacher</p>	

Who are we?

Salford School is a Year 1 – 6 contributing school that was opened on 3rd February 1970. The school has a student roll of around 280 students in 11 classrooms plus an attached satellite class from Ruru School. The school is located in the North Invercargill suburb of Hargest and has a fabulous rural outlook, spacious grounds and multiple playground facilities. Salford School has a capable, caring and enthusiastic team of teachers who are committed to doing the best for the children and the community. The Staff, Board of Trustees and Parent Teacher Association work positively together so that the children can experience a rewarding and enjoyable education, leaving the students, confident and well equipped to succeed at the next level and contribute positively to the wider community.

Commitment to the Treaty of Waitangi:

Salford School is committed to ensuring that Te Reo and Tikanga Maori (Te Ao Maori) are integrated into all areas of the school curriculum and ensuring that the three principles (Partnership, Participation and Protection) of the Treaty are evident in the school.

Commitment to Inclusive Education:

Salford School strives to ensure all children with additional learning, emotional and physical needs (and their family and whanau) feel confident, feel that they belong, enjoy school, feel safe, have a voice, feel challenged, are supported and celebrated for their successes.

Strategic Goal 1: Salford School will promote and work to achieve a learning and working environment that is emotionally, culturally, physically, spiritually safe and responsive for all.

Outcome	What?	How?	Who?	By When?	Costs	Progress
<p>1.1 Cultural and responsive pedagogy and practices embedded and evidenced school wide.</p>	<p>1.1 Te Ao Maori principles, tikanga and te reo integrated into all learning areas as appropriate. Review of the Health and Physical Education Curriculum at Salford School.</p>	<p>1.1 School haka known and practiced by all. Kapahaka noho and performances more frequently. Manaakitanga practices identified by staff and developed to improve practice and relationships at school. Whanau and student hui to identify and celebrate Maori students achieving as Maori. Reviewing the school curriculum to focus on Well Being, and to include Health and Sexuality Education.</p>	<p>1.1 -All staff -Cultural Unit Holder -Health and Physical Education Unit Holder</p>	<p>1.1 Ongoing all year</p>	<p>1.1 Cultural budget \$1,000</p>	
<p>1.2 Collaborative, connected students, whanau, staff and community working for the tamariki's learning.</p>	<p>1.2 Opportunities for authentic and relevant community engagement and learning to be extended.</p>	<p>1.2 Community review over reporting and celebrations of learning. IEP and learning meetings more frequent and relevant. Communication focus and review.</p>	<p>1.2 Staff Principal SENCO</p>	<p>1.2 Each term there will be an aspect of consultation, review etc</p>	<p>1.2 NIL</p>	
<p>1.3 School values living in all persons connected to the school through actions, language and attitude.</p>	<p>1.3 PB4L systems and practices used to support the engagement, achievement and wellbeing of students using the PB4L framework in corporation with the values and beliefs of the school and community.</p>	<p>1.3 PB4L cluster group. Focussed review of the values. Values celebrations focuses each term. End of year acknowledgement of students in Year 6 who demonstrate each value to the highest level.</p>	<p>1.3 PB4L unit holder PB4L leadership team Staff</p>	<p>1.3 Every term</p>	<p>1.3 \$3,000</p>	

Strategic Goal 2: All students at Salford School will be actively engaged in learning from a full and balanced curriculum that is relevant, connected, collaborative, responsive, innovative, inclusive and supported by the New Zealand Curriculum.

Outcome	What?	How?	Who?	By When?	Costs	Progress
<p>2.1 Creation of a conceptual, creative, relevant and innovative local curriculum through community consultation.</p>	<p>2.1 Identification of what is important for children at Salford School to learn. Identifying and naming the key attributes of a Year 6 Salford School leaver and using these to support student leadership, key competencies and learning.</p>	<p>2.1 Reviewing the New Zealand Curriculum breaking down and defining the key principles and Maori principles. What do these look like at Salford School? Staff discussion, student voice and parent survey. Actively seek resources and support externally to support innovative curriculum.</p>	<p>2.1 Principal Staff Leadership team</p>	<p>2.1 Teacher only days *2 Mid term three.</p>	<p>2.1 Nil</p>	
<p>2.2 Maximise home school and community partnerships to support and enhance opportunities for learning and learning success.</p>	<p>2.2 Active learning in our local community and involving people from our whanau and wider community. Assessment and progress tracking review and conjoining with parent communication.</p>	<p>2.2 School Anniversary celebrations to bring community into the school. Change in SMS system to share live reporting and community information collectively and individually.</p>	<p>2.2 Leadership team Staff</p>	<p>2.2 Term one – anniversary Term two – live reporting for parents Term four – SMS community engagement</p>	<p>2.2</p>	

Strategic Goal 3: All students will be enabled to achieve success, experience increased student agency and learning opportunities, whilst developing skills and understanding to be effective, connected, global learners through ICT and elearning.

Outcome	What?	How?	Who?	By When?	Costs	Progress
<p>3.1 Enhancement of teaching and learning through meaningful and relevant digital technology use.</p>	<p>3.1 Knowledge, understanding and use of the New Zealand Digital Curriculum will be demonstrated through class programme integration as appropriate in all curriculum areas.</p>	<p>3.1 Teachers will be supported through the digital curriculum by an ICT adviser. Staff to make connections to the curriculum in planning across all areas.</p>	<p>3.1 Staff ICT Facilitator ELearning unit holder</p>	<p>3.1 Term three</p>	<p>3.1 NIL</p>	
	<p>3.1 Digital technologies will be used to enhance the learning of children with specific need such as dyslexia.</p>	<p>3.1 ORS children will have a device assigned to them. Sharing and discussion about apps and tools that can support students with specific needs to experience greater success in their learning.</p>	<p>3.1 Staff ELearning unit holder</p>	<p>3.1 Ongoing</p>	<p>3.1</p>	
	<p>3.1 Schoolwide progressions for digital technologies to ensure basics are taught carefully for further building and to support innovation and creativity further through.</p>	<p>3.1 Syndicate and staff discussion about learning expectation and matching of digital skills with literacy and mathematic skills.</p>	<p>3.1 Staff Senior syndicate ELearning unit holder</p>	<p>3.1 Term three</p>	<p>3.1 NIL</p>	
<p>3.2 Support students to become safe, digitally connected citizens who use appropriate available technologies for creativity, problem solving and learning enhancement.</p>	<p>3.2 Documentation for BYOD, internet and device use for staff and students to be set up. All digital technologies to be logged, loaded, stored and cleaned in accordance with procedures and policies that are created.</p>	<p>3.2 Staff, student and class discussion about expectations, responsibilities and purpose of BYOD. John Parsons session for staff and students. Resources catalogued and issued electronically through school library system.</p>	<p>3.2 ELearning unit holder. Staff Administrative assistant</p>	<p>3.2 Term one and on going</p>	<p>3.2</p>	