



## Strategic Plan 2020-2022

### 3 Year Vision for Salford School Student Achievement

<p><b>HAUORA</b> Promotion and commitment to enhancing social, emotional and physical well being through positive school wide practices.</p> <p><b>VISION</b> 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><b>LOCAL CURRICULUM</b> Relevant, connected, collaborative, responsive and innovative inclusive teaching for excellence</p> <p><b>VISION</b> 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><b>DIGITAL TECHNOLOGY</b> Increasing student agency and authentic learning opportunities through ICT, elearning and associated resources that support individual, cultural and developmental differences.</p> <p><b>VISION</b> 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 2021

Focus 2020	Action / Target / Initiative	Outcome Monitoring	Reflective Review
<p><b>HAUORA</b></p>	<p>Creation of Hauora Curriculum for Salford School integrating PB4L and the Health and PE Curriculum.</p> <p>Reflection and review of Well-Being Practices in the school to support all staff and students, and connecting with whanau.</p> <p>Student, Teacher and Support Staff wellbeing: -Smarter NOT Harder -Collaborative Practices being developed</p>	<p>Hauora Curriculum Team</p> <p>Leadership Team</p> <p>All Staff</p> <p>Principal</p> <p>BOT</p>	
<p><b>LOCAL CURRICULUM</b></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 develop criteria for all levels throughout the school incorporating Key Competencies and School Values.</p> <p>Create an integrated curriculum covering all curriculum areas and all levels using survey information (what is it important for children at Salford School to learn?) from 2020.</p>	<p>Think Tank Team</p> <p>Leadership Team</p> <p>All staff</p> <p>Principal</p>	
<p><b>DIGITAL TECHNOLOGY</b></p>	<p>Monitoring the school wide digital progressions and supporting staff to integrate these into classroom teaching and learning programmes.</p> <p>Developing the knowledge, understanding and use of the New Zealand Digital Curriculum of teachers to be used in planning and classroom programmes at all levels throughout the school.</p>	<p>Think Tank Team</p> <p>Leadership team</p> <p>All staff</p> <p>Principal</p> <p>BOT</p>	

### **Who are we?**

Salford School is a Year 1 – 6 contributing school that was opened on 3<sup>rd</sup> February 1970. The school has a student roll of around 285 students in 12 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. Creation of Hauora Curriculum for Salford School embedding PB4L into the Health and PE Curriculum and Key Competencies.</p>	<p>1.1 Combined curriculum unit holders to support collaboration and connection within curriculum areas. Community whanau consultation to grow Te Ao Maori in the school.</p>	<p>1.1 -All staff -Hauora Unit holders -Hauora team</p>	<p>1.1 Ongoing all year</p>	<p>1.1 Whanau, kaumatua consultation costs</p>	
<p>1.2 Collaborative, connected students, whanau, staff and community working for the tamariki's learning.</p>	<p>1.2 Reflection and review of Well-Being Practices in the school to support all staff and students, and connecting with whanau.</p>	<p>1.2 Working on the school. collectively and collaboratively with students and whanau groups to ensure cultural thinking, physical awareness and neurodiversity I considered.</p>	<p>1.2 Principal Leadership team SENCO Staff BOT PTA Wider Community</p>	<p>1.2 Ongoing throughout the year</p>	<p>1.2 Resource costs eg gardening supplies etc</p>	
<p>1.3 School values living in all persons connected to the school through actions, language and attitude.</p>	<p>1.3 Student, Teacher and Support Staff wellbeing: -Smarter NOT Harder -Collaborative Practices being developed</p>	<p>1.3 Curriculum teams reduced and doubled up to support collaboration and have more people focussing</p>	<p>1.3 Hauora Unit Holders Hauora Team Leadership team Staff</p>	<p>1.3 Ongoing</p>	<p>1.3 70 Teacher Aide hours  PB4L system prizes</p>	

		on connections in curriculum. Teacher meetings to focus on specific Pastoral Care and systems for students Additional Teacher Aide hours to support classroom teachers and diverse needs of learners. PB4L system modified to better meet need of students and acknowledge individual's achievements.	BOT Teacher Aides			
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**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 Create an integrated curriculum covering all curriculum areas and all levels using survey information (what is it important for children at Salford School to learn?) from 2020.</p> <p>2.1 Naming the key attributes of a Year 6 Salford School leaver and using these to develop criteria for all levels throughout the school incorporating Key Competencies and School Values.</p>	<p>2.1 Review and use 2020 survey information gathered to continue building Salford Curriculum.</p> <p>2.1 Use the Key competencies more in-depth for student reflection, growth and reporting to parents throughout the year.</p>	<p>2.1 Principal Staff Leadership team</p>	<p>2.1 Teacher only days *2 (term two and term three or four)</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 community.</p>	<p>2.2 Increased opportunities for whanau to be invited into and engaged with learning in the school. Education and information evenings, meet the teacher sessions, open classrooms, parents supporting classrooms with programmes and resources etc. Introduction of a Salford School Playlab</p>	<p>2.2 Principal Leadership team Staff BOT PTA Community members</p>	<p>2.2 Ongoing throughout the year</p>	<p>2.2 Playlab – fundraising  Nil</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 Developing the knowledge, understanding and use of the New Zealand Digital Curriculum of teachers to be used in planning and classroom programmes at all levels throughout the school.</p>	<p>3.1 Teachers will be supported through the digital curriculum by an ICT facilitator including goals setting and review and PGC focus. Staff able to define and use computational thinking and digital design in their teaching and learning programmes. Devices accessible for learning support groups eg Learning Hub and ESOLto enhance support and raise student achievement.</p>	<p>3.1 Staff ICT Facilitator Think Tank unit holders</p>	<p>3.1 Term three</p>	<p>3.1 130 allocated PLD hours</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 Monitoring the school wide digital progressions and supporting staff to integrate these into classroom teaching and learning programmes.</p>	<p>3.2 Staff to make connections to the curriculum and integrate across all teaching and learning areas. John Parsons session for each area of the school, teachers and whanau evening.</p>	<p>3.2 Think Tank unit holders Leadership Team Staff</p>	<p>3.2 Ongoing</p>	<p>3.2 Nil</p>	