

# **Strategic Plan 2022 – 2024**

**V3.0 February 23**

# Strategic Plan 2022 - 2024

## School Goal

'Empowering Future Ready Learners'.

## School Vision

'Whakamau akoranga, whakamau a mua'.

'Owning our learning, owning our future'.

## Strategic Planning

This strategic plan is based on consultation with the school community, the ongoing review of school operations including student achievement and progress.

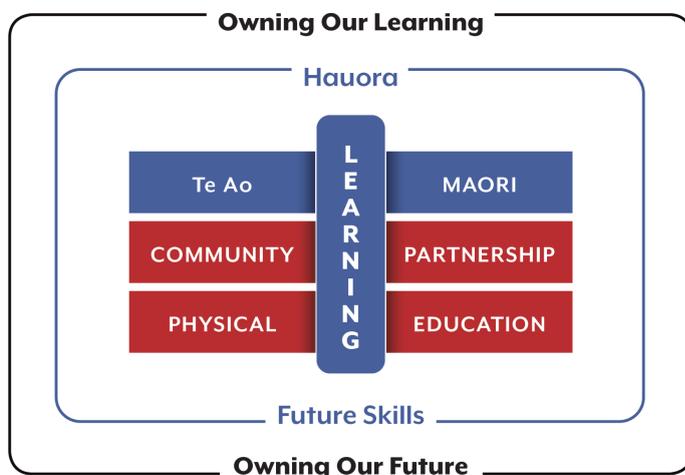
There are four main areas in the strategic plan and two additional areas that wrap around them. The four areas are:

1. Learning;
2. Te Ao Maori;
3. Physical Education; and
4. Community Partnership.

The two wrap around strategic areas are:

1. Hauora; and
2. Future Skills

## OUR STRATEGIC PRIORITIES 2022 - 2024



## Our Strategic Priorities

The Linton Camp School Board of Trustees is strongly committed to the LEARNING success for ALL its students.

In this strategic plan the Board of Trustees is placing **emphasis** on:

- Further strengthening fundamental learning programmes;
- Further strengthening Te Ao Maori practises across the school; and
- Further develop Hauora practises.

## Our Strategic Intentions

### Learning Programmes

Learning is at the heart of all we do at Linton Camp School. In particular we want all our students to be great readers, writers and mathematicians and be able to use this learning across all areas of the curriculum and all areas of their lives.

In this strategic plan **our intent** is to further strengthen teacher capability in effective teaching practises. We know that effective teachers continuously grow and develop their craft so as to best meet the needs of their students.

Specifically, in this strategic plan we will **focus on**:

- Further developing teacher capability *in Reading*;
- Ensuring documentation provides clear direction and clear expectations; and
- Reviewing support programmes, resources & assessment tools.

### Measurables in Learning Programmes

1. As a result of the professional development in Reading;
  - a. The levels of confidence in teaching Reading by teachers has risen as measured by a confidence matrix (or similar)
  - b. Levels of student achievement have risen (from 2021 AC3 levels using OTJ data).
2. As a result of our work on school documentation in Reading all teachers agree that school documentation about Reading provides clear definitions and clear expectations (as measured by surveys).
3. We will have reviewed our Reading support programmes and responded to the outcomes of the review.
4. We will have considered the resources we have available to teach Reading and will have responded. A buying plan may be necessary.
5. We will have reviewed the assessment tools we use in Reading and will have made any changes. We will have a 'fit for purpose' assessment programme.

## Te Ao Maori Practises

We believe that strengthening culturally responsive practices will give ALL our students the best opportunity to learn and grow.

In this strategic plan **our intent** is to focus on building culturally skilled staff and grow bilingualism.

Specifically, in this strategic plan we will **focus on**:

- Further building the levels of Te Reo among staff and students;
- Strengthening, building and promoting bilingual class(es);
- Ensuring clearly defined school wide tikanga is practised; and
- Ensuring staff understand and practice culturally responsive pedagogies.

### Measurables in Te Ao Maori

1. Staff will have greater confidence in their knowledge and use of Te Reo as measured by survey.
2. Teachers will be able to show their use of Te Reo in class (both in the explicit teaching of Te Reo and in their reported use of Te Reo within their class) through planning, observation and anecdotally.
3. A designated bilingual class will be operating;
  - a. A capable Te Reo speaking teacher will be leading the class;
  - b. A curriculum (in line with the rest of the school) and a guiding document will be supporting teaching and learning programmes.
4. School wide tikanga will be agreed upon and in practice, and will be clearly outlined in school documentation.
5. School documentation sets out the culturally responsive pedagogies we are following. The writing defines and describes practice.
6. Teachers can show how culturally responsive pedagogies are in use in their class programmes.

## Hauora Practises

Linton Camp School is unique in that the majority of our whanau are employed by the New Zealand Defence Force and work within the Linton Army Camp. Defence Force work impacts on families in a variety of ways.

COVID-19 has affected our students and their families, due in part, because of the length of time we have been dealing with it as well as the anxiety it has created in some families.

We have also noticed that some students have difficulty with forming and maintaining appropriate relationships with their peers.

In this strategic plan **our intent** is to strengthen our hauora practises

Specifically, in this strategic plan we will **focus on**:

- Further developing staff understanding of wellbeing practises;
- A thorough review of systems and processes around Hauora;
- Implementing programmes that support and grow hauora.

## Measurables in Hauora

1. Staff will have completed training in (some) hauora practises. We will know this through plans, reports and budget allocation.
2. A review of systems and processes will have taken place and their completion will have been reported to the Board of Trustees.
3. Programmes that support Hauora will have been located, appropriate training delivered and the programmes will have been delivered.

## Measurables Timeline - Learning

Measurables	When
<p>As a result of the professional development in Reading</p> <ul style="list-style-type: none"> <li>The levels of confidence in teaching Reading by teachers has risen as measured by a confidence matrix (or similar)</li> </ul>	<p>Survey staff early 2022. Survey staff late 2022. A confidence matrix might be the main tool.</p>
<ul style="list-style-type: none"> <li>Levels of student achievement have risen (from 2021 AC3 levels using OTJ data).</li> </ul>	<p>AC3 2022 AC3 2023 AC3 2024</p>
<p>As a result of our work on Reading school documentation all teachers agree that school documentation about Reading provides clear definitions and clear expectations (as measured by surveys)</p>	<p>Not later than the end of 2022</p>
<p>We will have reviewed our Reading support programmes and responded to the outcomes of the review</p>	<p>Not later than the end of 2023</p>
<p>We will have considered the resources we have available to teach Reading and will have responded. A buying plan may be necessary.</p>	<p>Not later than the end of 2022</p>
<p>We will have reviewed the assessment tools we use in Reading and will have made any changes. We will have a 'fit for purpose' assessment programme.</p>	<p>Not later than the end of 2023</p>

## Measurable Timeline - Te Ao Maori

Measurable	When
<p>Staff will have greater confidence in their knowledge and use of Te Reo as measured by survey.</p>	<p>Survey Staff Term 2, 2022. Survey staff Term 2, 2023. Survey staff Term 2, 2024.</p>
<p>Teachers will be able to show their use of Te Reo in class (both in the explicit teaching of Te Reo and in their reported use of Te Reo within their class) through planning, observation and anecdotally.</p>	<p>Information gathering Term 4, 2022. Information gathering Term 4, 2023. information gathering Term 4, 2024.</p>
<p>A designated bilingual class will be operating;</p> <ol style="list-style-type: none"> <li>A capable Te Reo speaking teacher will be leading the class;</li> </ol>	<p>(a) In place for the beginning of the 2023 school year.</p>

b. A curriculum (in line with the rest of the school) and a guiding document will be supporting teaching and learning programmes.	(b) For the beginning of the 2024 school year.
School wide tikanga will be agreed upon and in practice, as outlined in school documentation.	Not later than the end of the 2022 school year.
School documentation sets out the culturally responsive pedagogies we are following. The writing defines and describes practice.	Not later than the end of Term 1, 2023.
Teachers can show how the pedagogies are in use in their class programmes.	Term 2, 2023 Term 2, 2024

### Measurable Timeline - Hauora

Measurable	When
Staff will have completed training in some hauora practises. We will know this through plans, reports and budget allocation.	Ongoing throughout this plan.
A review of systems and processes will have taken place and their completion will have been reported to the Board of Trustees.	Completed not later than December 2022.
Programmes that support Hauora will have been located, appropriate training delivered and the programmes will have been delivered.	Ongoing throughout this plan but reported about in November each year.