

Strategic Plan for Pūrākaunui School: Summary

Strategic Goal One: Children Who Love Learning - 2021 Target Area of The Arts

Objectives	Actions
Individualised opportunities for learning	Student-teacher goal-setting interviews for each of the four Arts areas (drama, dance music, visual arts)
Students driving their own next steps	
Children who know how to give feedback on learning opportunities	Consult students in the making of the Arts assessment matrix
Fully engaged students	Engagement with other schools, community projects, local artists, and external educators
	Work on interactive curriculum and implement digital components

Strategic Goal Two: To be a thriving and resilient community school

Objectives	Actions
People	
Vast majority of children in catchment attend our school	Create the best possible welcome experience
	Research why people are choosing other schools
	Develop and implement a programme of before and after school care to match need/demand
Low student:teacher ratio	Undertake staffing Needs Analysis
Staff feel well supported for Professional Development and wellbeing	Work towards teaching-principal increasing from 0.3 to 0.4 principal release time
	BOT to support staff PD opportunities
Staff and BOT have high professional standards	Work with NZSTA to upskill the BOT – encourage members to attend workshops or use online resources
	Develop robust staff appraisal process
Diverse skill set in teaching team	Bring in external teachers with specialist skills
Staff and BOT structure is resilient to change	Co-opt at least one more trustee and work towards staggered change-over of trustees
Place	
Vibrant classrooms	Refurbish classrooms and library with community input
Amazing school grounds which are open to the community	Reach out to the community for assistance and expertise
	Make school more visible by removing non-natives and repainting exterior, install a large flag
	Install a Lilliput library
	Involve community in school garden maintenance and consider garden to plate programme
School is an inviting hub for community events	Invest in the library so that it is more suitable as a community space
Programmes	
Locally based curriculum with strong Education Outside the Classroom focus	Explore the cost of buying a school van for excursions
	Continue to find ways to extend the local curriculum
Fantastic junior programme to encourage new families into the school	Develop and advertise a junior programme and investigate increasing junior-focused teaching time
Partnerships	
Strong community partnerships	Reach out to the community for expertise and input and explore opportunities to strengthen existing relationships
Partnerships with community members who have expertise in useful areas	Reignite "Friends of the School"
	Create a directory of community members willing to help and a list of their skills
Practices	
Good two-way communication systems in place between school-home and school-community	Review all aspects of communication including website, newsletter, reporting to community newsletters/media
Positive public image in our community and beyond	Aim to get media coverage in Star and ODT
	Redesign the website and publicise in newspapers
Great experience for visiting potential new parents	Continue Little Papis play group
	Refresh new student information pack and seek pro-bono marketing/design help

Detailed Strategic Plan for Pūrākaunui School

Strategic Goal One: Children who love learning

2020 Target Area of Science – 2021 Target Area of The Arts

Aspirations	Current state	Strategic plan – what are we going to do over the next three years to achieve our strategic goal?			Monitoring
<i>What will it look like if we get this goal right?</i>	<i>What do the data say? Where are we now?</i>	<i>What do we need to do to get from where we are now to where we want to be? Consider resourcing – skills, finances, environments etc.</i>			<i>How will we know we are getting this right? What will we need to measure?</i>
		2020	2021	2022	
<p>Individualised opportunities – students given opportunities to follow passions, different activities within the same topic</p> <p>Fully engaged students</p> <p>Students driving their own next steps</p> <p>Children who know how to give feedback on learning opportunities</p>	<p>Individual learning plans, with scope to further tailor plans to strengths and interests of individuals</p> <p>Younger students fully engaged; scope to increase engagement of some year 6 students</p> <p>Curriculum is currently primarily teacher-driven; room to engage students more with goals and next steps (ERO report)</p>	<p>Focus on science target area</p> <p>Science PLD with Kate Rice</p> <p>Continue to develop localised science curriculum</p> <p>Revise science curriculum (modernise and make more interactive)</p> <p>Purchase relevant science resources</p>	<p>Continue to work with Kate Rice and deliver an interactive science curriculum – identify areas of interest such as electricity (no cost)</p> <p>Bring in some technology / STEAM engineering assistance – look for PD and to relievers with STEAM capabilities (Reliever / PD Budget)</p> <p>Implement digital curriculum (Allocated PD budget)</p> <p>Seek opportunities to engage with other schools, including via videoconferencing. Ideas – community projects e.g. Pikao project and Kaka project. Correspond with other NZ/Overseas schools (no cost)</p> <p>Add actions aligned with 2021 target area: The Arts</p> <p>Specialist teachers incl Catherine Schroder (Cost \$2000)</p> <p>Some incidental costs involving resources (within curriculum budget)</p> <p>Engage with local artists - (no cost, perhaps Koha)</p> <p>Student-teacher goal-setting interviews for each of the four Arts areas (drama, dance, music, visual arts)</p> <p>Consult students in the making of The Arts assessment matrix</p>	<p>Science curriculum embedded</p> <p>Students choosing own projects</p> <p>Students driving their own next steps</p> <p>Individualised learning opportunities</p> <p>Add actions to embed 2021 target area</p> <p>Add actions aligned with 2022 target area</p>	<p>In 2020: Science curriculum and delivery plan revised to have a greater local focus, be more modern, more interactive, with student agency and opportunities for individual students, review science target area with Kate Rice; develop next steps – done.</p> <p>Science resources purchased – create school inventory.</p>

Strategic Goal Two: To be a thriving and resilient community school

One Waka – One Crew - Many Journeys

Aspirations	Current state	Strategic plan – what are we going to do over the next three years to achieve our strategic goal?			Monitoring
<i>What will it look like if we get this goal right?</i>	<i>What do the data say? Where are we now?</i>	<i>What do we need to do to get from where we are now to where we want to be? Consider resourcing – skills, finances, environments etc.</i>			<i>How will we know we are getting this right? What will we need to measure?</i>
		2020	2021	2022	
People					
The vast majority of children in the catchment attend our school	Data not clear - but approx 50%	<p>Implement actions set out in this strategic plan with the aim of increasing the % of local students attending the school</p> <p>Create the best possible welcome experience and resources for new families finding out about and/or visiting the school</p> <p>Research why people are choosing to attend other schools and if there is anything that we can do or provide to encourage / enable them to come to Pūrākaunui School (eg. before and after school care)</p>	<p>Incorporate the findings from research into the strategic plan - and put related actions into annual plan</p> <p>Develop and implement a programme of before and after school care to match the need/ demand</p>		Increased % of children in the local catchment attending the school - long term aim - 3+ years - but would expect to see indications of change in this direction within 1-2 years

What will it look like if we get this goal right?	What do the data say? Where are we now?	What do we need to do to get from where we are now to where we want to be? Consider resourcing – skills, finances, environments etc.			How will we know we are getting this right? What will we need to measure?
		2020	2021	2022	
People					
Low student - teacher ratio	For 2 days per week we have two teachers and ratios can be very low; 3 days per week only one teacher with the whole school - which can be up to 16 students ranging from years 1-6	Undertake staffing and budget review - aim to increase time that there are two teaching staff Write a staffing plan and budget that reflects the aims of the strategic plan	Implement staffing plan		Staffing and budget review completed and beginning to be implemented by end of 2020 - carried on in 2021
	Only two core staff makes the school vulnerable to change Excellent skills in numeracy and literacy. Science “gap” being targeted by working with science advisor	Staffing structure to be considered as part of a budget review Emphasis on bringing in new staff.	Implement staffing plan		Staffing and budget review completed by end of 2020
Staff feel well supported for PD and wellbeing	Teaching- principal only has 0.3 principal release time	Work towards teaching - principal having 0.4 principal release time Mentoring programme in place for the Principal BOT aims to support staff PD opportunities that arise from appraisals and/or strategic planning	Work towards Teaching - principal has 0.4 principal release time.	0.4 principal release time secured	Principal release time increased by end 2020 - with aim of increasing to 0.4 by end of 2022 All staff feel well supported and have undertaken PD or identified potential areas for PD
Staff and BOT have high professional standards	BOT has room to develop better operational procedures Appraisal process developing	Work with NZSTA to up-skill the BOT Develop robust appraisal processes for all staff - use NZSTA approved appraiser	Continue working with NZSTA and encourage trustees and other board members to attend NZSTA workshops and/or use online resources Formalise an robust appraisal process for all staff. Continue to use NZSTA appraiser for principal appraisal. Continue to develop staff appraisal process	Continue working with NZSTA Appraisal process for all staff embedded	Good relationship formed with NZSTA advisor Appraisal outcomes and associated PD requests reported to the BOT

What will it look like if we get this goal right?	What do the data say? Where are we now?	What do we need to do to get from where we are now to where we want to be? Consider resourcing – skills, finances, environments etc.			How will we know we are getting this right? What will we need to measure?
		2020	2021	2022	
People					
Diverse skill set in teaching team	Stable teaching staff with expertise in literacy and maths. Antoinette available to teach arts and drama	Identify areas within the curriculum that would benefit from specialist teaching staff Seek opportunities for funding for this	Increase the range of teaching specialities in the school - either by bringing in new staff or bringing in teachers with specialist skills Include allowance for specialist teaching staff in the annual budget Try to “work smart” and bring in qualified teachers who can teach a class while also providing principal (and/or teacher) release time	Develop a 3-5 year strategic approach to the employment of external teaching staff to bring in specialist skills Allocate budget accordingly	Work with Dr. Rice for science Find a teaching-principal for sabbatical cover in 2021 include allowance for specialist teaching staff in the budget
Staff and BOT structure is resilient to change and offers a diverse range of skills to students	BOT has experienced almost complete changeover of trustees in the past - we want to try to avoid this	Co-opt another trustee onto the BOT and work towards staggered change over of trustees Develop BOT work schedule and filing-system so that chair and trustee hand-over is more streamlined	Co-opt at least one more trustee - Would be ideal to have a trustee with a background in education (this may need to be someone from outside of the community)	BOT election year	BOT includes a range of skill sets and variation in expected exit dates

What will it look like if we get this goal right?	What do the data say? Where are we now?	What do we need to do to get from where we are now to where we want to be? Consider resourcing – skills, finances, environments etc.			How will we know we are getting this right? What will we need to measure?
		2020	2021	2022	
Place					
Vibrant classrooms	Room to capitalise on recent renovations with new and vibrant furnishings and spaces	<p>Purchase new, bright furniture</p> <p>Create a reading nook in junior classroom</p> <p>Paint playground and sports shed vibrant colours</p> <p>Reach out to the community for expertise and input</p>	<p>Continue to invest in learning environments</p> <p>Invest in the library. Make it more vibrant and suitable for community gatherings</p> <p>Continue to invest in classroom learning environments</p> <p>Seek community feedback re: learning environments</p>		<p>Learning environments have new furnishings that are vibrant</p> <p>Playground and sports shed have had a “makeover” by end of 2020</p> <p>Positive community response to the changes reported in 2020 community survey</p>
Amazing school grounds which are open to the community	Amazing outlook; grounds can be further improved	<p>Make the school more visible by removing non-natives along the roadside</p> <p>Install a large flag to attract attention to the school</p> <p>Paint school exterior features bright colours</p> <p>Reach out to the community for help - consider holding an extra community working bee this year</p>	<p>Continues to reach out to the community for assistance and expertise.</p> <p>Install a Lilliput library</p> <p>Consider starting a garden to plate programme and allocating responsibility for food garden maintenance to a community member as part of this programme (either voluntary or paid)</p>		Tasks set out for 2020 will have been completed by the end of the year
School is an inviting hub for community events	Need to ask for feedback from community event organisers (such as film night)	Principal or Trustee to consult with community event organisers.	Invest in the library - so that it can be easily used as a community space		Report back to the BOT and decide on next steps

<i>What will it look like if we get this goal right?</i>	<i>What do the data say? Where are we now?</i>	<i>What do we need to do to get from where we are now to where we want to be? Consider resourcing – skills, finances, environments etc.</i>			<i>How will we know we are getting this right? What will we need to measure?</i>
		2020	2021	2022	
Programmes					
Locally based curriculum with strong EOTC (Education Outside The Classroom) focus	Great locally based curriculum already in place School has good EOTC programme but transport can be a challenge	Continue to find ways to extend the local curriculum - making the most of nature walks, beach, local farms etc Explore the cost of buying a school van for excursions		Develop a strategic approach to EOTC - to maximise the integration with the curriculum	Principal to report back to the board on potential costs involved in buying and maintaining a van
Fantastic junior programme - to encourage new families into the school	We have a great junior teacher - but are limited by staffing numbers - only 2 days / week for teaching just the juniors	Investigate options for increasing teaching time in the junior room as part of the budget-staffing review	Implement junior staffing changes Develop and advertise a programme to encourage new-entrants to come to our school. Use the research from 2020 to inform this		Increasing junior teaching time is a focus of budget-staffing review
Partnerships					
Strong community partnerships	Strong partnership with Kati Huirapa ki Puketeraki Partnership has existed with Ōrokonui but not currently engaging with them Strong partnership with the Halo Project Could better capitalise on expertise in community	Continue to work on strengthening this partnership Reach out to the community for expertise and input	Explore opportunities to strengthen community partnerships - consider more regular visits to the Eco-sanctuary Reach out to the community for expertise and input	Continue to undertake the best opportunities to strengthen community partnerships	
Partnerships with community members who have expertise in useful areas	Some community members called on sometimes; scope to enhance this	Create a directory of community members willing to help and a list of their skills Reignite “Friends of the School”	Carry over from 2020: Create a directory of community members willing to help and a list of their skills Reignite “Friends of the School”		Directory of community members willing to help created by end of 2020 First “Friends of the School” meeting held by end of 2020.

What will it look like if we get this goal right?	What do the data say? Where are we now?	What do we need to do to get from where we are now to where we want to be? Consider resourcing – skills, finances, environments etc.			How will we know we are getting this right? What will we need to measure?
		2020	2021	2022	
Practices					
<p><i>Communication:</i></p> <p>Good two-way communication systems in place between school and both home and the community</p>	<p>Feedback on communication mixed in 2019 school community survey; acknowledged need for improvement</p>	<p>Write a communication plan with a focus on the current and future school community and beyond</p> <p>(This plan will review all aspects of communication including website, newsletter, reporting to community newsletters and media etc)</p>	<p>Implement new communications plan</p>	<p>Implement new communications plan</p>	<p>Principal and BOT to work together to produce a communication plan by end of term 3 2020. This will give direction for the next 2 + years</p>
<p><i>Marketing:</i></p> <p>Positive public image in our community and beyond</p>	<p>Views on image are mixed among community</p>	<p>Use logo more - ie on school van if we get one</p> <p>Aim to get an article in one of the local newspapers (Star or ODT)</p>	<p>Redesign the website and publicise that this has taken place in local newspapers</p>		<p>Publish an article in one of the local newspapers</p>
<p>Great experience for potential new parents who are visiting the school</p>	<p>Little Papis is a good pre-school group and great way for potential new parents to informally get to know the school</p>	<p>Refresh new student information pack</p> <p>Seek pro-bono marketing / design / printing help</p>	<p>Carry over from 2020:</p> <p>Refresh new student information pack</p>		<p>Revised new student pack produced by end of 2020</p>