

Silverstream School Strategic Plan 2019 - 2021



Ko wai Mawai Hakona?

Introduction

The Silverstream School Board, Staff, Students and Community have established a strategic framework to plan, give direction, and ensure student achievement and success.

The Strategic Plan and Charter for 2018 is centred around our vision of 'Together we Inspire a Passion for Learning', and encompasses our beliefs about teaching and learning at Silverstream School. We have identified 4 key priority areas for us as a school to develop to ensure success for all learners:

☆ **Empowered Learners** ☆ **Empowered Staff** ☆ **Innovative Learning** ☆ **Partnerships** ☆

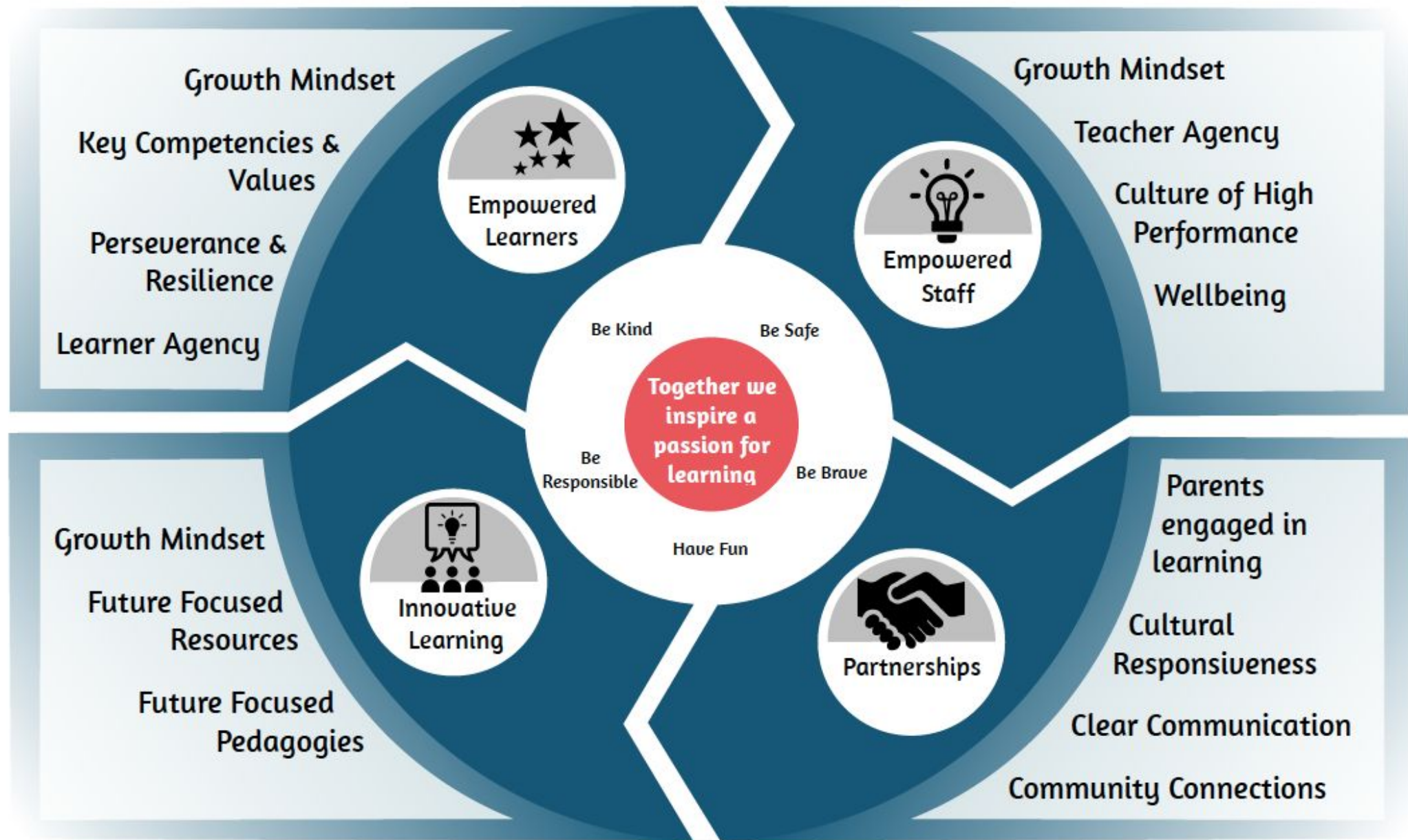
Community Partnerships

Silverstream School is in the heart of the community and has a strong tradition of being a family oriented school with strong partnerships between home and school. The school and community will continue to work together to ensure that each child learns and grows intellectually, physically, socially and emotionally. The school values each child's cultural background. Programmes will be in place to support new English Language Learners and speakers of Te Reo Maori. We recognise and value the special and unique nature of its community and environment through learning and EOTC programmes.

Māori Succeeding as Māori

We value our Māori students, their whanau and the richness the Māori culture brings to Silverstream School. Caring for students as Māori, acknowledging their mana (manaakitanga) and having high expectations for them (mana motuhake) is key to success. Culturally responsive teachers and support staff welcome and build effective relationships with Māori tamariki through the use of dynamic and interactive teaching styles, constantly seeking to increase their understanding and knowledge of Te Reo and Tikanga Māori. The school will meet regularly and actively maintain strong lines of communication with whanau, and together celebrate the success of our Māori students as Māori. In consultation with Whanau, the school will ensure all reasonable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori for full time students whose parents identify this as a priority.

Silverstream School Strategic Direction



Big Picture Goals

Vision	Together we inspire a passion for learning				
Whakatauki	Ma te huruhuru ka rere te manu - Adorn the bird with feathers so it can fly				
Goals	<p><u>1. Empowered Learners</u></p> <p>Students are empowered to be active participants in their own learning</p>	<p><u>2. Empowered Staff</u></p> <p>Build a culture of high performance and continuous improvement</p>	<p><u>3. Innovative Learning</u></p> <p>Create a 'Deep Learning' culture where all learning is meaningful, authentic and purposeful</p>	<p><u>4. Partnerships</u></p> <p>Empower parents and whanau to be partners in their children's learning</p>	
Strategic Initiatives	<p>1. Develop a shared understanding of agentic practices at different levels of the school</p> <p>2. Student voice is heard and acted on</p> <p>3. Develop culturally responsive practices</p> <p>4. Zones of Regulation used across the school</p>	<p>1. Strengthen shared high expectations across all levels of the school</p> <p>2. Develop a culture of critical inquiry and teacher agency</p> <p>3. Purposeful data analysis and practice analysis conversations are embedded in our culture</p>	<p>1. Become an NPDL School</p> <p>2. Develop a cohesive plan for developmentally appropriate inquiry (Silverstream Learning Framework)</p> <p>3. Introduce/Implement Digital Technologies Curriculum (2020 -)</p>	<p>1. Modify reporting and goal setting to allow for meaningful engagement with parents</p> <p>2. Develop meaningful learning partnerships with parents and whanau</p> <p>3. Train staff in culturally responsive practices</p>	
Success	<p>Students have a sense of belonging and connectedness - they can articulate their learning goals and next steps.</p>	<p>A cohesive and collaborative staff team work on the principle of "better never stops"</p>	<p>Learning is transformed using real life problem solving and leveraging off students own strengths</p>	<p>Parents and whanau work closely and positively with school staff for the benefit of our children</p>	
Values	Be Kind	Be Safe	Be Responsible	Be Brave	Have Fun

3 Year Outlook

	2019	2020	2021
Goal 1: Empowered Learners	Writing PLD: <ul style="list-style-type: none"> Develop Student Agency Include student voice Understanding of Growth Mindset / Zones of Regulation in all classes	Develop NPDL Actions Embed Zones of Regulation Consolidate Writing PLD (Agency/Voice)	Consolidate NPDL Actions Embed Writing PLD
Goal 2: Empowered Staff	Writing PLD <ul style="list-style-type: none"> Shared high expectations Consistency of Practice Develop shared Cultural Competencies Refine systems to grow Teacher agency & authentic Teaching as Inquiry cycles (PG&D)	NPDL Actions Maths PLD focus TAI Cycles become a way of life	Consolidate NPDL Actions Embed Maths PLD Review effectiveness of TAI cycles
Goal 3: Innovative Learning	Learning Framework in place (developmentally appropriate inquiry across the school) NPDL Introduced with Leadership group (school conditions rubric completed)	NPDL Introduced Across School Continue Developing authentic Inquiry practices Digital Technologies Curriculum implemented	Consolidate NPDL Actions (Authentic Inquiry) Consolidate Digital Technologies Curriculum
Goal 4: Partnerships	Hautū Self Review Work with parents to gain a shared understanding of expectations: <ul style="list-style-type: none"> Communication Celebrating learning / Reporting Learning partnerships 	Student centred reporting introduced Actions from Hautū implemented Charter Consultation Embed culture of trust / open door	Consolidate Hautū actions and Culturally Responsive practices Review quality of partnerships

2019 Achievement Targets

	Reading Target	Writing Target	Mathematics Target
Target	<ul style="list-style-type: none"> Accelerate the progress of all students achieving below curriculum level expectations in Reading, with a particular focus on those in Year 5. Increase the proportion of priority learners (Boys and NZ Māori) in the Above expectation category 	<ul style="list-style-type: none"> Accelerate the progress of all students achieving below curriculum level expectations in Writing, with a particular focus on those in Year 5. Increase the proportion of priority learners (Boys and NZ Māori) in the Above expectation category 	<ul style="list-style-type: none"> Accelerate the progress of all students achieving below curriculum level expectations in Mathematics, with a particular focus on those in Year 5. Increase the proportion of priority learners (Girls and NZ Māori) in the Above expectation category
Baseline Data	2018 EOY Curriculum Level Judgements: Overall 'At and Above' - 93.5% Year 5 'At and Above' - 84% Boys 'Above' - 17.3% NZ Maori 'Above' - 14.4%	2018 EOY Curriculum Level Judgements: Overall 'At and Above' - 79.5% Year 5 'At and Above' - 52% Boys 'Above' - 6.1% NZ Maori 'Above' - 4.4%	2018 EOY Curriculum Level Judgements: Overall 'At and Above' - 92.8% Year 5 'At and Above' - 80% Girls 'Above' - 10.7% NZ Maori 'Above' - 5.6%
Key Actions and Initiatives in Annual Plans	Improving Teacher Analysis of Data Improving responsiveness to Student Voice Strengthen TAI Cycles	Writing PLD Improving Teacher Analysis of Data Improving responsiveness to Student Voice Strengthen TAI Cycles	Improving Teacher Analysis of Data Improving responsiveness to Student Voice Strengthen TAI Cycles
Success Measures	Running record, Probe and eAsTTle data (term by term) Curriculum Level judgements (mid & end of year)	eAsTTle data (term by term) Curriculum Level judgements (mid & end of year)	Numeracy stage and eAsTTle data (term by term) Curriculum Level judgements (mid & end of year)

Annual Plan - Empowered Students

Students are empowered to be active participants in their own learning

	Term 1	Term 2	Term 3	Term 4
Develop a shared understanding of agentic practices at different levels of the school	Teachers explicitly teach and reinforce the language of Growth Mindsets and the Learning Pit			
	Writing PLD reinforces agentic learning in context of writing			
Student voice is heard and acted on	Student voice is integrated into classroom life and Professional Growth and Development (Appraisal) systems			
	Student voice is integrated in wider school life eg: through behaviour surveys, student council etc...			
Develop culturally responsive practices			All staff participate in Cultural Responsiveness PLD	
	Teachers build relationships with students and their whanau (holistic understanding of each child)			
Zones of Regulation used across the school	Teachers explicitly teach and reinforce the language and tools associated with Zones of Regulation.			

Activity/Output	Who	Resources	Indicators/Measures of Success	Review
Teachers explicitly teach and reinforce the language of Growth Mindsets and the Learning Pit	Teachers, Leaders	CRT, PLD Hours	<ul style="list-style-type: none"> Stand down statistics improve ETap behaviour data improves Learning home run data shows children can talk about their learning Me and My School data shows our students are better engaged Students share their knowledge of self regulation with each other and at home 	
Student voice is integrated into classroom life and Professional Growth and Development systems	Teachers, Leaders	CRT, PLD Hours		
Teams work collaboratively to build agentic practices, beyond voice and choice	PLD Facilitator, Maths leader	CRT, PLD Hours		
All staff participate in Cultural Responsiveness PLD <ul style="list-style-type: none"> New strategies are transferred into classroom practice equipping children with a strong sense of identity and belonging 	Leaders	CRT,		
All staff participate in Zones of Regulation PLD <ul style="list-style-type: none"> Use Zones in classroom programmes Students are supported to self regulate independently 	Leaders, RTLB	CRT,		
Writing PLD reinforces agentic learning in context of writing	Teachers, Leaders, PLD Facilitators	CRT, PLD Hours		

Annual Plan - Empowered Staff

Build a culture of high performance and continuous improvement

	Term 1	Term 2	Term 3	Term 4
Strengthen shared high expectations across all levels of the school	Writing PLD <ul style="list-style-type: none"> Shared high expectations Consistency of Practice 			
	Equip staff with the strategies to consistently apply high expectations of behaviour and social skills			
		Develop shared understanding of Cultural Competencies		
Develop a culture of critical inquiry and teacher agency	Refine systems to grow Teacher agency & authentic Teaching as Inquiry cycles (PG&D)			
		Writing PLD - Personal Inquiries into practice		
Purposeful data analysis and practice analysis conversations are embedded in our culture	Writing PLD - Strengthen systems around analysis of data and practice analysis conversations			

Activity/Output	Who	Resources	Indicators/Measures of Success	Review
Writing PLD <ul style="list-style-type: none"> Shared high expectations Consistency of Practice Personal Inquiries Strengthen systems around analysis of data and practice analysis conversations 	Literacy Leader Literacy Facilitator	CRT, PLD Hours	Achieve writing targets Students and staff share a “passion for learning” in writing	
Refresh staff understanding of school wide behaviour expectations and systems	Senior Leadership	Staff workshops	School behaviour data improves over time.	
Develop shared understanding of Cultural Competencies	Leaders	CRT, PLD Hours	Staff use the language of Tataiako to reflect on their practice. Me and My School Survey shows that students feel their cultural identity is valued	
Refine systems to grow Teacher agency & authentic Teaching as Inquiry cycles (PG&D)	Leaders	CRT, PLD Hours	Professional Growth and Development systems demonstrate teachers individual inquiries	

Annual Plan - Innovative Learning

Create a 'Deep Learning' culture where all learning is meaningful, authentic and purposeful

	Term 1	Term 2	Term 3	Term 4
NPDL leadership group gain understanding of programme	Leadership group involved in early development and learning about NPDL process (in line with Cluster NPDL timelines) School conditions rubric completed			
Introduce a cohesive plan for developmentally appropriate inquiry (Learning Framework)	Finalise Silverstream Learning Framework			
		Team leaders work with teams to incorporate elements of learning framework into planning		
	Learning Framework introduced to staff Identify new learning needed to make this a reality.			
Partial implementation of Play.Sport	New Health and PE Team formed	Year 4 team to participate in Play.Sport PLD and shared planning		
Work with UHEN cluster to develop a Coherent Pathway of learning for	2 representatives share Silverstream views in the UHPC work on coherent pathways - include input of school staff			
Activity/Output	Who	Resources	Indicators/Measures of Success	Review
Early development and learning about NPDL process (in line with Cluster NPDL timelines)	DP and delegated lead team	Cluster PLD Funds + own PLD budget	NPDL school conditions rubric complete. Clear and specific goals and plan set for 2020.	
Teachers will use the Silverstream Learning Framework to inform planning and teaching	Lead team	Meeting time	Student inquiries will link to personal interests and/or authentic contexts Units will include elements of inquisitive, imaginative, interactive and independent inquiry skills, and will be demonstrated through classroom observations.	
Implementation of Play.Sport in Year 4 team	PE Leader	release time	Year 4 teaching and learning programmes will demonstrate connections between physical education, sport and other curriculum areas	
Work with other schools to contribute to the collaborative development of a consistent and coherent learning pathway for all students in Upper Hutt.	Principal/DP	Release Time (4 days)	Final Upper Hutt Coherent Pathways documentation reflects Silverstream School views and priorities	

Annual Plan - Partnerships

Empower parents and whanau to be partners in their children's learning

	Term 1	Term 2	Term 3	Term 4
Hautū Self Review	Form subcommittee (partnership team) and begin consulting with staff, students and whanau	Continue consultation with whanau, students & staff, use results to guide discussions with BOT over priorities.		Set goals to inform Cultural competency work and to inform 2020 strategic plan
Work with parents to gain a shared understanding of expectations: <ul style="list-style-type: none"> Communication Learning Progress / Reporting Learning partnerships 	Re-establish partnerships committee. Develop plan for strengthening learning partnerships	Carry out plan as determined in Term 1		
	Grow networks within the parent community and wider Upper Community			
			Principal sabbatical visiting schools with strong partnership culture.	
Continued participation in Upper Hutt Education network	Delegate representation and ensure attendance at various working groups and networks (Kaitiaki, Coherent Pathways, PLD leadership, Wellbeing, Office and Caretakers etc)			

Activity/Output	Who	Resources	Indicators/Measures of Success	Review
Hautū Self Review	Partnerships leader	Time	<ul style="list-style-type: none"> Self review results used to determine priorities and goals for 2019 	
Work with parents to gain a shared understanding of expectations: <ul style="list-style-type: none"> Positive Communication Celebrating learning / Reporting Learning partnerships 	Senior staff		<ul style="list-style-type: none"> Parent responses to questions from UH survey improve Partnerships committee will be engaged and active in our community. 	
Participation in Upper Hutt Education network <ul style="list-style-type: none"> UHEN PLD Kai 	UHEN Lead Teacher	Time / Release	<ul style="list-style-type: none"> Silverstream views and voice is reflected in Upper Hutt initiatives Silverstream staff have the opportunity to learn from expertise of the wider education network 	
Grow networks within the parent community and wider Upper Community <ul style="list-style-type: none"> Māori parents network Pasifika networks Multicultural Hui 	Partnerships Leader supported by all staff	Local Iwi connections	<ul style="list-style-type: none"> Parent responses to questions from UH survey show increased trust and engagement Increase in positive parent participation (eg: fundraising team etc) 	