

Chelsea Primary School Action Plan for 2022



Growing Great Learners Te Whakatipu Akonga Miharo



Our DNA



Collaborative



Communicator



Up for a Challenge



Curious



Whanaungatanga



Kaitiakitanga



Manaakitanga



Ako

Our Kaupapa



Strategic Goals for 2022

Curriculum/Kaupapa Development	Collaboration for Learning	Hauora
<p>To design a responsive, engaging local curriculum that:</p> <ul style="list-style-type: none"> ● Acknowledges and makes links to our turangawaewae ● Clearly describes our values, beliefs - our 'why' ● Teaching and learning approaches, DNA (language of learning) - our 'how' ● Provides clear guidelines about teaching and learning at Chelsea ● Ensures success for all learners ● Captures our valued outcomes (graduate profile) 	<p>To build authentic, trusting partnerships in order to support learners to grow.</p> <ul style="list-style-type: none"> ● Whānau Connections ● Teacher to Teacher ● Student to Teacher/Teacher to Student ● Student to Student 	<p>To implement a school-wide approach to strengthen wellbeing that:</p> <ul style="list-style-type: none"> ● Identifies the elements/components of balanced hauora ● Supports mental wellbeing ● Promotes physical wellbeing ● Builds positive relationships ● Promotes school values

National Education and Learning Priorities (NELP)

Learners at the centre	Barrier Free Access	Quality Teaching & Leadership
<p>1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p>	<p>3. Reduce barriers to education for all, including for Māori, Pacific Learners, disabled learners and those with learning support needs.</p>	<p>5. Meaningfully incorporate te reo Māori and Tikanga Māori into the everyday life of the place of learning.</p>
<p>2. Have high aspirations for every learner and support them by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures.</p>	<p>4. Ensure every learner gains sound foundation skills including literacy and numeracy.</p>	<p>6. Develop staff to strengthen teaching, leadership and learner support capability across the workforce.</p>

Curriculum/Kaupapa Development

To design a responsive, engaging local curriculum, that:

- Acknowledges and makes links to our turangawaewae
- Clearly describes our values, beliefs - our 'why'
- Teaching and learning approaches, DNA (the language of learning) - our 'how'
- Provides clear guidelines about teaching and learning at Chelsea
- Ensures success for all learners
- Captures our valued outcomes (graduate profile)

NELP 1, 2, 3, 4, 5, 6

	Key Actions	Who	When (term)			
			1	2	3	4
Developing our shared knowledge of our Turangawaewae	Finalise a statement (in collaboration with kaumatua and other experts) that captures our turangawaewae and the significance and history of the area. (4 hours)	Sven				
	Plan the most effective ways to share turangawaewae with whānau, staff and learners so that this knowledge becomes embedded in who we are. All of our stakeholders should be able to speak about the history of our area. (1 hour)	Sven				
	Connect specific knowledge and Tikanga/resources to our delivery of the Aotearoa NZ Histories curriculum so that our learners are building their knowledge of the local area each year. Create an overview.	Sven/ Janine + team				

	(4 hours)					
Values and DNA	Add explicit links to values and DNA in Concept Planning documents. (2 hours)	Team Leaders				
	Run focus groups and surveys with learners to get a baseline of their understanding and awareness of values and DNA. Identify areas of strength and areas for development. Feed this to teaching teams to respond to. (8 hours)	Amanda				
	Continue to unpack vision, values & DNA in our newsletters and at assemblies so that our community can make links to these at home.	SLT/ Teams				
	Increase the visibility of values and DNA around the school site. Continue to work with the graphic designer to plan and stage this work. (2 hours)	SLT				
Teaching and learning approaches <ul style="list-style-type: none"> ● Assessment for Learning 	Appoint a WSL who has strong AfL practice. (1 hour)	SLT				
	Whole school Professional Growth Cycle (PGC) goal is to be developed and shared with all staff. To grow the AfL capability and practice of every teacher and learner. (1 hour)	SLT/WSL/ JH				
	Create an AfL rubric/graphic that details the three identified elements of strong AfL practice. Teachers to identify their current practice and next steps,	WSL/SLT/ JH				

	using the rubric.					
	<p>AfL ToD is planned for April 14, 2022, with Jan Hill.</p> <ul style="list-style-type: none"> ● Introduce the AfL Rubric/graphic ● Review 'clarity of learning' ● Unpacking Feedback - applying coaching skills and practices to AfL conversations with learners. <p>(5 hours)</p>	JH				
	<p>Staff Meeting - Week 2, Term 2</p> <p>Identifying next steps (rubric) - peer coaching, action plans</p> <p>How will we measure the growth/impact?</p>	WSL/SLT				
	<p>Design processes and organisation for ongoing improvement/support teachers with their AfL practices (use language from the goal above)</p> <p>Share overview detailing how support will be provided including:</p> <ul style="list-style-type: none"> ● Individual/Group Requests ● Working with hubs ● Working with groups on a common need e.g. clarity of the learning <p>Creating a framework for responsive support including Coaching, modelling, observing, workshopping - eg staff meetings, team meetings</p> <p>Gathering resources/co-constructing resources</p> <p>Evaluating - self, hubs, teams, school</p>	WSL/SLT				
	WSL to work alongside SLT, Jan Hill and other teachers to	SLT/JH/				

	create a 'playbook' for AfL that will form a key part of our Kaupapa. Collaborating with staff. (40 hours)	WSL				
Teaching and learning approaches <ul style="list-style-type: none"> Inclusion for Learning (UDL) 	Refresh the Universal Design for Learning (UDL) team.	JC				
	Create a plan alongside Jan Hill for the UDL team to be released to focus on a development plan and key milestones throughout the year.	JC/JH/UDL Team				
	By the beginning of 2023, our local curriculum will have an action plan for the delivery of Inclusion for Learning that includes an overarching philosophy statement, a suggested planning framework, a bank or scenarios and resources to support teachers with ideas for inclusion	JC/JH/UDL Team				
<ul style="list-style-type: none"> Provides clear guidelines about teaching and learning at Chelsea 	Create clear guidelines (playbook concept) about teaching and learning at Chelsea, including the key components of literacy and numeracy and the wider curriculum. (5 hours)	Teachers				
	Identify staff who are keen and who have strong PCK to join this workstream. (1 hour)	SLT				
	Begin to design a new curriculum delivery/overview document with links to Aotearoa New Zealand's History Curriculum and the draft Social Sciences curriculum. (5 hours)	Leaders				
<ul style="list-style-type: none"> Ensures success for all learners 	Teachers and Learning Assistants to use everyday observations and N.R.R. to track learner successes and					

	next steps, responding to needs.		■	■	■	■
	Goals are set in collaboration with learners and regularly updated on Hero.		■	■	■	■
	Challenges of practice and inquired into and problem-solved regularly - in collaborative groups and during priority learner sessions. Teachers to address PCK as needed through PLD.		■	■	■	■
	Leaders (middle and SLT) regularly monitor progress, achievement and acceleration.		■	■	■	■
<ul style="list-style-type: none"> • Captures our valued outcomes (graduate profile) 	Appoint a WSL who will work with Tracey (ASL) and wider staff to develop a graduate profile for our school. (1 hour)	SLT	■	□	□	□
	WSL and AFL to use the 'Coherent Pathways' resource to construct transition statements and priorities at key transition points within and beyond our school with input from staff and teams. (check with Tracey)	WSL/TN	□	■	■	■

Resourcing: WSL positions x2, release of teachers 8 x relieving days (\$2,800), 60 remaining PLD hours for Jan Hill, values and DNA signage (\$10,000) budget
Monitoring: coaching sessions for WSL 2 x per term.

Collaboration for Learning

To build authentic, trusting partnerships in order to support learners to grow.

- Whānau Connections
- Teacher to Teacher
- Student to Teacher/Teacher to Student
- Student to Student

NELP 1, 2, 4, 6

Expected Outcome	Key Actions	Who	When (term)			
			1	2	3	4
Whānau Connections In response to the survey, create opportunities for more frequent face to face Whānau connections.	Create a document of the current state of Whānau connection opportunities at Chelsea (e.g. Whanaungatanga Day, Hui etc) (1 hour)	SLT				
	Create a plan/timeline of scheduled Whānau connection opportunities (termly, yearly, every two years) (1 hour)	SLT				
	Plan an additional parent meeting mid-year to give Whānau the opportunity to talk to the teachers face to face about their child/ren based on feedback from Community Survey. 'Why' at the centre. (1 hour)	SLT				
Whānau Connections Clear plan of consultation and sharing	Revisit and share document that lists existing opportunities to share with Whānau at Chelsea (e.g. Prep, Hero Sessions, Anxiety Evening)	SLT				

opportunities.	(1 hour)				
	Survey Whānau about what they would like in terms of sharing opportunities from our school (e.g. Curriculum) (1 hour)	SLT			
	In response to whānau feedback, create a plan/timeline of scheduled sharing opportunities with Whānau (termly, yearly, every two years) (3 hours)	SLT			
Teacher to Teacher, Student to Teacher/Teacher to Student Student to Student Strengthen collaborative practice	Ongoing revisiting of Team norms as set at the start of the year (ongoing)	Teachers			
	Create a collaboration 'playbook' for our local curriculum that captures the key elements of effective collaboration at Chelsea.				
	Create and share a self-evaluation/review tool that allows us to collect data about the current reality of collaboration in hubs/teams and across the school	Teachers/ SLT			
	Ensure PD for new staff - Fundamentals of Coaching.	SLT/JH			
	Embedding coaching into our formal processes for all staff - Professional Growth Cycle Coaching for SLT SLT coaching TL x 5 per year? TL coaching teachers x 5 per year?				

	Applying coaching skills and approaches to challenges of practice - collaborative teams? Applying coaching skills and approaches to strengthen Assessment for Learning practices/conversations with learners					
	Provide PD about how to use Hero to improve collaborative practice (workshopping)	Sven				

**Resourcing: Jan Hill Fundamentals of coaching session for new staff. Impact coaching PD for SB & SC.
 Monitoring: Monitoring twice per term. \$2,400**

Hauora / Wellbeing

To implement a school-wide approach to strengthen wellbeing that: Identifies the elements/components of balanced hauora

- Supports mental wellbeing
- Promotes physical wellbeing
- Builds positive relationships
- Promotes school values

NELP 1, 6

Expected Outcome	Key Actions	Who	When (term)			
			1	2	3	4
<ul style="list-style-type: none"> • Identifies the elements/components of balanced Hauora 	Create a Chelsea version of Te Whare Tapa Whā model using elements of our new graphic designs 3 hours	Janine				
	Ensure the Te Whare Tapa Whā model is displayed and frequently discussed in Hubs. 3 hours	Teachers				
	Support staff and pupils to take ownership of their wellbeing by balancing the various parts of Te Whare Tapa Whā ongoing	SLT & Teachers				
<ul style="list-style-type: none"> • Supports mental wellbeing & builds positive relationships 	Survey of Staff and learner wellbeing and the analysis of this. 6 hours	SLT				
	Work alongside the Mitey Team to successfully plan, deliver and review the Mitey Programme. Ongoing	Mitey Team				

	Continued use of Pause, Breathe, Smile activities to address stress and calming with classes and individuals Ongoing	Teachers	■	■	■	■
<ul style="list-style-type: none"> Promotes physical wellbeing 	Establish a Health & PE responsibility unit	SLT	■	□	□	□
	PE Responsibility unit holder to improve the curriculum delivery of P.E. and Health. An action plan will be developed to achieve this. 2 hours	Unit holder	■	■	□	□
	To create a school-wide overview of skills and sports to be taught over a year, across teams. 5 hours	Unit holder	□	■	■	□

Resourcing: 70 hours of free coaching from Mitey, Health & P.E. Responsibility Unit, release days for Mitey co-teaching and observations. \$2,800

Other Key Actions for 2022 to achieve our Strategic Vision

Personnel	Led by	Teaching and Learning	Led by
<ul style="list-style-type: none"> ● Review induction programme for all new staff ● Induction for mentor teachers and the creation of a mentor teacher handbook ● Roll growth teacher will need to be employed from term 3 onwards 	<p>SLT</p> <p>SLT</p> <p>SLT</p>	<ul style="list-style-type: none"> ● Collaborative team inquiries support the strategic direction of the school. ● Observations and Practice Analysis Conversations take place twice per year in order to challenge and stretch teacher capacity. ● Cultural Capabilities Staff Meetings planned. ● Continuing to unpack 'Aotearoa New Zealand's History' curriculum with staff. ● Coaching steps are integrated into our observation cycles, paperwork updated to reflect this. ● 2 leaders to attend 'Impact Cycle Coaching' ● New staff to be upskilled in the Fundamentals of Coaching - Jan Hill ● Complete te reo progressions and share with staff. ● To begin inquiring into structured literacy approaches in order to make decisions about potentially implementing these within 2023. 	<p>Leaders Team Leaders, AfL</p> <p>SC SLT SLT</p> <p>SB, SC IP, ND, SdW, PS, JNga</p> <p>SC/JC</p> <p>Inquiry group.</p>
<p>Property, Health and Safety</p>		<p>Finance</p>	
<p>Property</p> <ul style="list-style-type: none"> ● Block 7 rebuild, Accessibility Project & Hall Remediation underway. ● Create a property plan for buildings that are not owned by the ministry <p>Health & Safety</p> <ul style="list-style-type: none"> ● Review H&S systems - external review 	<p>Property Sub Committee</p>	<ul style="list-style-type: none"> ● Update asset register ● Regularly monitor spending against 5Yr Capital Expenditure Plan ● Regularly monitor spending against the 2022 budget that supports, and aligns with the strategic direction of the school 	<p>Led by AD & Finance Sub Committee</p>

<ul style="list-style-type: none"> H & S Committee to meet regularly 	JC		
Community Partnerships		Self Review Programme	
<ul style="list-style-type: none"> Hui to be held 2 per year in conjunction with authentic cultural events in order to capture goals, aspirations and feedback of/from whānau. International Parents meetings to be held each term. 	ST, SLT SLT, KF	<ul style="list-style-type: none"> Student achievement reports in March & August Ongoing tracking and reporting on progress against targets and for priority learners. Mid-year report to BOT. School Docs - follow review schedule Governance Policy Review schedule to be developed School generated reviews: Assessment for Learning, Collaboration for Learning, Hauora/wellbeing, SEN 	<p>All Teachers + SLT BOT Curriculum Teams + SLT</p> <p>SLT, leaders and teachers</p>
International Education			
<ul style="list-style-type: none"> Update agent agreements in preparation for potential border reopenings. Liaise with RNE about a potential short stay Korean group. 			