

FREYBERG

COMMUNITY SCHOOL

Te kura hapori o te pou hōia



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FREYBERG COMMUNITY SCHOOL STRATEGIC PLAN 2022 - 2024

VISION: TO GROW A COMMUNITY OF CREATIVE, OPTIMISTIC, RESILIENT, EMPATHETIC LEARNERS

WHAKATAUKI: POIPOIA TE KĀKANO KIA PUAWAI – NURTURE THE SEED AND IT WILL GROW

STRATEGIC GOALS

TEACHING - WHAKAAKO

Develop effective teacher pedagogy across the school so that all of our learners can progress and achieve to their highest potential through quality teaching and learning

LEARNING - AKO

Embed our localised curriculum in order to create rich opportunities for learning as akonga progress along their learning pathways

VALUES - WHANONGA PONO

Developing understanding of the school values through the PB4L programme in order to improve the engagement, achievement and wellbeing of our learners

COMMUNITY - HAPORI WHĀNUI

Develop Freyberg's reputation so that we are known to be a top school which caters to all students with a positive community presence

STRATEGIC INITIATIVES

1. Develop teacher knowledge of mathematics, te reo Māori and of tikanga Māori
2. Develop teacher understanding of learning progressions and next learning steps, and provide effective reporting to parents

1. Continue to develop and implement localised curriculum through professional PLD
2. Strengthen connections with key stakeholders, including home-school links

1. Staff developing further as role models to set the scene for the culture of our school and embedding the values in all that we do
2. Implementation of a consistent behaviour management and rewards system throughout the school

1. Upgrade the school environment - property and signage
2. Increase visibility in the community through signage, digital presence and participation in community events

SUCCESS

All teachers have the confidence and capability to be responsive to every student need

Students access the curriculum and feel valued and accepted within our school in order to improve learning outcomes, while making connections with local people in our community to increase learning opportunities

A shared set of values and behavioral expectations being demonstrated by staff and students across the school. Teachers will keep more learners at school and feel confident and supported in addressing behaviour problems

Freyberg is the top primary school in the Te Atātū area and is known for its strong community presence

Values: CORE - creativity, optimism, resilience and empathy

Strategic Plan

Freyberg Community School provides high quality education for all students, underpinned by our values based vision. The importance of creativity, optimism, resilience and empathy supports our learning and is behind everything we do. We believe that our community is particularly special and therefore the focus of our school is to have an inclusive and welcoming culture for our students and their whānau.

The strategic goals and initiatives below are what our school needs to focus on to create continuous improvement for our teachers, students, and community. They are divided into four main strategic areas which are the most important to us - teaching/whakaako, learning/ako, values/whanonga pono and community/hapori whānui.

Vision	To grow a community of creative, optimistic, resilient, empathetic learners			
Whakatauki	Poipoia te kākano kia puawai - nurture the seed and it will grow			
Values	CORE - creativity, optimism, resilience and empathy			
Strategic goals	<p style="text-align: center;"><u>Teaching - Whakaako</u></p> <p>Develop effective teacher pedagogy across the school so that all of our learners can progress and achieve to their highest potential through quality teaching and learning</p>	<p style="text-align: center;"><u>Learning - Ako</u></p> <p>Embed our localised curriculum in order to create rich opportunities for learning as akonga progress along their learning pathways</p>	<p style="text-align: center;"><u>Values -Whanonga pono</u></p> <p>Developing understanding of the school values through the PB4L programme in order to improve the engagement, achievement and wellbeing of our learners</p>	<p style="text-align: center;"><u>Community - Hapori whānui</u></p> <p>Develop Freyberg's reputation so that we are known to be a top school which caters to all students with a positive community presence</p>
Strategic initiatives	<ol style="list-style-type: none"> Develop teacher knowledge of mathematics, te reo Māori and of tikanga Māori. Develop teacher understanding of learning progressions and next learning steps, and provide effective reporting to parents 	<ol style="list-style-type: none"> Continue to develop and implement localised curriculum through professional PLD Strengthen connections with key stakeholders, including home-school links 	<ol style="list-style-type: none"> Staff developing further as role models to set the scene for the culture of our school and embedding the values in all that we do Implementation of a consistent behaviour management and rewards system throughout the school 	<ol style="list-style-type: none"> Upgrade the school environment - property and signage Increase visibility in the community through signage, digital presence and participation in community events
Success	All teachers have the confidence and capability to be responsive to every student need	Students access the curriculum and feel valued and accepted within our school in order to improve learning outcomes, while making connections with local people in our community to increase learning opportunities	A shared set of values and behavioral expectations being demonstrated by staff and students across the school. Teachers will keep more learners at school and feel confident and supported in addressing behaviour problems	Freyberg is the top primary school in the Te Atatū area and is known for its strong community presence

Strategic Goal 1: Teaching

Develop effective teacher pedagogy across the school

	Learning progressions and reporting	Teacher knowledge of mathematics, Te Reo and an understanding of Tikanga
2022	<ul style="list-style-type: none"> - Develop Freyberg Reading, Writing and Maths progressions - Introduce regular team moderation to ensure shared understanding of learning progressions in reading, writing and maths - Onboard HERO into all classrooms to develop teacher understanding of learning progressions and next learning steps - Carry out staff and parent PLD on HERO 	<ul style="list-style-type: none"> - Exploration/unpacking of learning progressions in Te Aho Arataki Marau mō te Ako i Te Reo Māori curriculum - Provide opportunities for staff to learn te reo Māori and develop their knowledge of tikanga through Te Wānanga o Aotearoa - Undertake whole school maths PLD to ensure effective, up to date pedagogy is in place - Work alongside Kahui Ako ASL/WSL team to develop school plans to reflect Dr Audrey Tan's findings around mathematics in NZ schools
2023	<ul style="list-style-type: none"> - Implementation of Freyberg Reading, Writing and Maths progressions - Embed regular team moderation to ensure shared understanding of learning progressions in reading, writing and maths - Develop HERO within the school to ensure students' learning is visible to all of those on the learning journey through online, real-time reporting to parents - Use HERO to capture learning stories (through the ability to include rich media), and accelerate student agency - Whanau using HERO to understand where their child is at and what next steps are 	<ul style="list-style-type: none"> - Te Aho Arataki Marau mō te Ako i Te Reo Māori curriculum implemented into practice and reflected in planning - Continue to provide opportunities for staff to learn te reo Māori and develop their understanding of tikanga through Te Wānanga o Aotearoa - Continue to undertake whole school maths PLD to ensure effective, up to date pedagogy is in place - Work alongside Kahui Ako ASL/WSL team to embed school plans to reflect Dr Audrey Tan's findings around mathematics in NZ schools
2024	<ul style="list-style-type: none"> - Students using progressions to identify where they are working and to set goals for their future learning - Embed and refine HERO within the school 	<ul style="list-style-type: none"> - Ensure Te Aho Arataki Marau mō te Ako i Te Reo Māori curriculum is embedded into practice - Continue to provide opportunities for staff to learn te reo Māori and tikanga through Te Wānanga o Aotearoa - Continue to work alongside Kahui Ako ASL/WSL team to further embed school plans to reflect Dr Audrey Tan's findings around mathematics in NZ schools - Assess effectiveness of updating school plans to reflect Dr Audrey Tan's findings around mathematics in NZ schools
Measures	Frequency of teacher reporting and interactions logged through HERO app	Teachers changing, implementing and reflecting on new ideas and initiatives learnt through PLD

Strategic Goal 2: Learning

Embed our localised curriculum in order to create rich opportunities for learning as akonga progress along their learning pathways

	Localised curriculum	Strengthening connections with key stakeholders
2022	<ul style="list-style-type: none"> - All staff participating in localised curriculum PLD - Identify specific events and celebrations to enhance cultural responsiveness - Develop sustainable practices across our kura that ensure our aspirations are embedded within the culture of our school - Introduce the new draft Aotearoa New Zealand History Curriculum to staff - Develop a clear understanding of the Treaty - the principles within the curriculum and the bicultural foundations of NZ 	<ul style="list-style-type: none"> - Engage in authentic and engaging service based projects which will strengthen the engagement between our kura and the local community - Make connections with local environmental groups and local community groups - Staff to identify key local stakeholders
2023	<ul style="list-style-type: none"> - Integrate local curriculum PLD into planning - Embed the Aotearoa New Zealand History Curriculum within the school - Ensure focus on localised curriculum is further informed by the five guiding principles of Ka Hikitia - Implement specific events and celebrations to enhance cultural responsiveness 	<ul style="list-style-type: none"> - Begin to develop a relationship with Te Kawerau ā Maki in order to weave Māori history and Te Tiriti o Waitangi into our exploration and celebration of place - Begin to develop partnerships with identified key local stakeholders and invite them to be a part of our localised curriculum teaching and learning process
2024	<ul style="list-style-type: none"> - Ensure further focus on localised curriculum is through the research based publications of Wally Penetito, Rachel Bolstad, David Sobel and Dr. Mike Brown - Continue to implement specific events and celebrations to enhance cultural responsiveness 	<ul style="list-style-type: none"> - Continue to develop and strengthen relationships with Te Kawerau ā Maki in order to weave Māori history and Te Tiriti o Waitangi into our exploration and celebration of place - Continue to develop and strengthen partnerships with identified key local stakeholders and invite them to be a part of our localised curriculum teaching and learning process
Measures	Children engaged in rich, authentic local learning opportunities	Gathering student, staff and community voices to create a narrative of our progress

Strategic Goal 3: Values

Develop understanding of the school values through the PB4L programme

	Staff development of school culture	Behaviour management and rewards system
2022	<ul style="list-style-type: none"> - C.O.R.E values displayed in all areas of school, including the staffroom - Unpack C.O.R.E values with staff and identify PB4L strategies to develop shared understandings and shared language - Introduce recognition system to celebrate staff who display C.O.R.E values - Develop systems to ensure values are evident in teacher planning and within classrooms 	<p>Tier 1: Support systems and processes</p> <ul style="list-style-type: none"> - Participate in Tier 1 PB4L start up sessions - Attend training and PLD in systems, data and practices - Attend coaches meetings around problem solving, data analysis, action planning - Evaluate and monitor progress
2023	<ul style="list-style-type: none"> - Continue to reinforce C.O.R.E values with staff alongside shared understandings and shared language - Embed recognition system to celebrate staff who display C.O.R.E values - Increase visibility and integration of C.O.R.E values within teaching and learning programmes 	<p>Tier 2: Interventions for students requiring additional support</p> <ul style="list-style-type: none"> - Participate in Tier 2 PB4L start up sessions - Attend training and PLD in systems, data and practices and essential content - Create support network for tier 2 team members
2024	<ul style="list-style-type: none"> - Continue to reinforce C.O.R.E values with staff alongside shared understandings and shared language - Continue to embed and refine recognition system to celebrate staff who display C.O.R.E values - Ensure C.O.R.E values are evident in teacher planning and evident in classrooms 	<p>Tier 3: Individualized and intensive support</p> <ul style="list-style-type: none"> - Confirmed as we reach this tier but will involve fully implementing systems and practices using data to meet student needs
Measures	We can see, hear and feel staff living these values in all areas of our school	Scoring of SET evaluation through PB4L MOE tool

Strategic Goal 4: Community

Develop Freyberg's reputation so that we are known to be a leading school within Te Atatū

	Upgrade the school environment - property and signage	Increase visibility in the community through digital presence and participation in community events
2022	<ul style="list-style-type: none"> - Update road signage and signage within school property (removable classroom signage, murals, C.O.R.E values, office vision), ensuring biculturalism is reflected in the school environment - Plan for landscaping around the school 	<ul style="list-style-type: none"> - Upgrade of school website - Create staff groups to share learning stories and school wide special events online - All staff and students participating in community leadership through service based learning - 2 projects per year
2023	<ul style="list-style-type: none"> - Investigate, design and create visual representations of Te Ao Māori within the school - eg. tukutuku panels, poutama - Undertake landscaping projects around the school - Begin plan for hall and pool refurbishment 	<ul style="list-style-type: none"> - Creation of school year book - Staff groups continue sharing learning stories and school wide special events online - Staff and students continue to participate in community leadership through service based learning - 1 project per term - Increased participation in community events within Te Atatū - Plan for and hold at least 2 school community events within our school - Explore possibilities of Te Atatū community events held within our school
2024	<ul style="list-style-type: none"> - Develop plan for hall and pool refurbishment and investigate funding options - Undertake landscaping projects around the school 	<ul style="list-style-type: none"> - Staff groups continue sharing learning stories and school wide special events online - Staff and students continue to participate in community leadership through service based learning - 1 project per term - Increased participation in community events within Te Atatū - Host a community event within our school, if appropriate
Measures	Parent voice	Increased engagement online, more opportunities for learner participation in events within the community

Measurement

Strategic Goal 1: Teaching - Whakaako

Develop effective teacher pedagogy across the school so that all of our learners can progress and achieve to their highest potential through quality teaching and learning

Initiatives	Outcome measures	Baseline	Midpoint	End point
1. Develop teacher knowledge of mathematics, te reo Māori and a strong understanding of tikanga Maori.	Teachers changing, implementing and reflecting on new ideas and initiatives learnt through PLD	Teacher survey (Current - 6.5/10 average)	Teacher survey (Goal - 7.5/10 average)	Teacher survey (Goal - 9/10 average)
2. Develop teacher understanding of learning progressions and next learning steps, and provide effective reporting to parents	Frequency of teacher reporting and interactions logged through Hero app	Data collection through Hero (Current - 0% regularly reporting through Hero, 0% using other aspects)	Data collection through Hero (Goal - 100% regularly reporting through Hero, 50% using other aspects)	Data collection through Hero (Goal - 100% regularly reporting through Hero, 100% using other aspects)

Strategic Goal 2: Learning - Ako

Embed our localised curriculum in order to create rich opportunities for learning as akonga progress along their learning pathways

Initiatives	Outcome measures	Baseline	Midpoint	End point
1. Continue to develop and implement localised curriculum through professional PLD	Children engaged in rich, authentic local learning opportunities	Student feedback gathered - Linguistic and culturally responsive practice observed by 60% of students	Student feedback gathered - Linguistic and culturally responsive practice observed by 70% of students	Student feedback gathered - Linguistic and culturally responsive practice observed by 80% of students
2. Strengthen connections with key stakeholders, including home-school links	Gathering student, staff and community voices to create a narrative of our progress	Community feedback gathered - 30% of whānau responding	Community feedback gathered - 50% of whānau responding	Community feedback gathered - 70% of whānau responding

Strategic Goal 3: Values -Whanonga pono

Developing understanding of the school values through the PB4L programme in order to improve the engagement, achievement and wellbeing of our learners

Initiatives	Outcome measures	Baseline	Midpoint	End point
1. Staff developing further as role models to set the scene for the culture of our school and embedding the values in all that we do	We can see, hear and feel staff living these values in all areas of our school	Recognition system - values board numbers increasing by 10%	Recognition system - values board numbers increasing by 10%	Recognition system - values board numbers increasing by 10%
2. Implementation of a consistent behaviour management and rewards system throughout the school	Scoring of SET evaluation through PB4L MOE tool	SET data goal - 50% or less (year 1)	SET data goal - 50% - 75% (year 2)	SET data goal - 75% - 100% (year 3)

Strategic Goal 4: Community - Hapori whānui

Develop Freyberg's reputation so that we are known to be a top school which caters to all students with a positive community presence

Initiatives	Outcome measures	Baseline	Midpoint	End point
1. Upgrade the school environment - property and signage	Positive parent voice	Parent feedback - 60% positive	Parent feedback - 70% positive	Parent feedback - 80% positive
2. Increase visibility in the community through signage, digital presence and participation in community events	Increased engagement online, more opportunities for learner participation in events within the community	Increase in number of learning experiences which have impact in the community/community action projects by 10%	Increase in number of learning experiences which have impact in the community/community action projects by 10%	Increase in number of learning experiences which have impact in the community/community action projects by 10%

Roadmapping

	2022				2023				2024				
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	Success
Develop effective teacher pedagogy across the school so that all of our learners can progress and achieve to their highest potential through quality teaching and learning	Develop teacher knowledge of mathematics, te reo Māori and a strong understanding of tikanga Māori												All teachers have the confidence and capability to be responsive to every student need
			Develop teacher understanding of learning progressions and next learning steps, and provide effective reporting to parents										
Embed our localised curriculum in order to create rich opportunities for learning as akonga progress along their learning pathways	Continue to develop and implement localised curriculum through professional PLD												Students access the curriculum and feel valued and accepted within our school in order to improve learning outcomes, while making connections with local people in our community to increase learning opportunities
			Strengthen connections with key stakeholders, including home-school links										
Developing understanding of the school values through the PB4L programme in order to improve the engagement, achievement and wellbeing of our learners		Staff as role models to set the scene for the culture of our school and embedding the values in all that we do											A shared set of values and behavioral expectations being demonstrated by staff and students across the school. Teachers will keep more learners at school and feel confident and supported in addressing behaviour problems
	Implementation of a consistent behaviour management and rewards system throughout the school												
Develop Freyberg's reputation so that we are known to be a top school which caters to all students with a positive community presence	Upgrade the school environment - property and signage												Freyberg is the top primary school in the Te Atatū area and is known for its strong community presence
						Increase visibility in the community through signage, digital presence and participation in community events							

Annual plan 2022

<p style="text-align: center;"><u>Teaching - Whakaako</u></p> <p style="text-align: center;">Develop effective teacher pedagogy across the school so that all of our learners can progress and achieve to their highest potential through quality teaching and learning</p>					Staff member responsible	NELPS
Initiatives	Term 1	Term 2	Term 3	Term 4		
Develop teacher knowledge of mathematics, te reo Māori and a strong understanding of tikanga Māori.	Exploration/unpacking of learning progressions in Te Aho Arataki Marau mō te Ako i Te Reo Māori curriculum				MA	2, 5, 6
	Provide opportunities for staff to learn te reo Māori and develop their knowledge of tikanga through Te Wānanga o Aotearoa				MA	
	Undertake whole school maths PLD to ensure effective, up to date pedagogy is in place				WSL	
	Work alongside Kahui Ako ASL/WSL team to develop school plans to reflect Dr Audrey Tan's findings around mathematics in NZ schools				WSL	
Develop teacher understanding of learning progressions and next learning steps, and provide effective reporting to parents	Develop Freyberg Reading, Writing and Maths progressions				EG, WSL	2, 5, 6
		Introduce regular team moderation to ensure shared understanding of learning progressions in reading, writing and maths			EG, TL, WSL	
	Onboard HERO into all classrooms to develop teacher understanding of learning progressions and next learning steps				WSL	
	Carry out staff and parent PLD on HERO				WSL	

<u>Learning - Ako</u> Embed our localised curriculum in order to create rich opportunities for learning as akonga progress along their learning pathways					Staff member responsible	NELPS
Initiatives	Term 1	Term 2	Term 3	Term 4		
Continue to develop and implement localised curriculum through professional PLD	All staff participating in localised curriculum PLD				SM	2, 4, 5, 6, 7
			Identify specific events and celebrations to enhance cultural responsiveness		MA	
	Develop sustainable practices across our kura that ensure our aspirations are embedded within the culture of our school				SM	
	Introduce the new draft Aotearoa New Zealand History Curriculum to staff				SM	
	Develop a clear understanding of the Treaty - the principles within the curriculum and the bicultural foundations of NZ				MA	
Strengthen connections with key stakeholders, including home-school links	Engage in authentic and engaging service based projects which will strengthen the engagement between our kura and the local community				SM, TL	1, 2, 3, 4, 5, 6, 7
	Staff to identify key local stakeholders				All	
		Make connections with local environmental groups and local community groups			All	

<p style="text-align: center;"><u>Values -Whanonga pono</u></p> <p style="text-align: center;">Developing understanding of the school values through the PB4L programme in order to improve the engagement, achievement and wellbeing of our learners</p>					Staff member responsible	NELPS
Initiatives	Term 1	Term 2	Term 3	Term 4		
Staff as role models to set the scene for the culture of our school and embedding the values in all that we do			C.O.R.E values displayed in all areas of school, including the staffroom		MD	1, 5
	Unpack C.O.R.E values with staff and identify PB4L strategies to develop shared understandings and shared language				PB4L	
	Introduce recognition system to celebrate staff who display C.O.R.E values				EG	
			Develop systems to ensure values are evident in teacher planning and within classrooms		PB4L	
Implementation of a consistent behaviour management and rewards system throughout the school	Tier 1: Support systems and processes				PB4L	1, 5

<u>Community - Hapori whānui</u> Develop Freyberg's reputation so that we are known to be a top school which caters to all students with a positive community presence					Staff member responsible	NELPS
Initiatives	Term 1	Term 2	Term 3	Term 4		
Upgrade the school environment - property and signage	Update road signage and signage within school property (removable classroom signage, murals, C.O.R.E values, office vision), ensuring biculturalism is reflected in the school environment				SM	1, 3, 5
	Plan for property and environment upgrades around the school				SM	
Increase visibility in the community through signage, digital presence and participation in community events	Upgrade of school website				EG	2, 5, 7
	Create staff groups to share learning stories and school wide - special events online				EG	
	All staff and students participating in community leadership through service based learning - 2 projects per year				SM, TL	