



ALFRISTON SCHOOL STRATEGIC PLAN 2017-2019



SCHOOL CURRICULUM

Implementation of the New Zealand and Alfriston School Curriculum Emphasis on:

- Integration of learning areas
- Deep connected meaningful learning
- Meeting National standards
- Student Assessment capability
- Increased student voice
- Key competencies
- Values
- e-learning

BUILDING RELATIONSHIPS

We will continue to actively engage with and build strong relationships among all those involved in our student's education.

We will endeavour to build a strong inclusive environment and support network for and with:

- Students, parents, caregivers, whanau / families
- Iwi, local hapu
- Other Alfriston cluster schools
- Community groups and agencies
- National and global community

UNDERPINNING ASSUMPTIONS

Students need teaching and learning that connects with their prior learning and personal experiences

Students learn best when they know what they are learning, why they are learning it and how they are able to use their new learning

All students can progress and achieve

Students learn at different rates

Regular feedback and feedforward is critical in the learning process

E-learning better enables communication and the access and manipulation of information

Deep learning competencies include citizenship, character, creativity, collaboration, critical thinking and communication

OVERALL STRATEGIC GOALS

All students will experience a supportive, positive and effective learning environment

The school will uphold student learning as central when fostering home/school partnerships

The school will recruit and enable staff with the ability and skills to meet school expectations

The school will ensure all students are given opportunities to develop to their full potential

The school will focus on the unique needs of Year 1-8 students and their development

The school will ensure all students will develop the skills and competencies to live in a global community

The school will seek ways to be innovative and maintain a culture of self improvement

MISSION STATEMENT:

For our students to be equipped with the skills, knowledge and attitudes to succeed in life

VISION What we want from our students (reference: NZ Curriculum)

Confident Students are:

- Motivated and reliable
- Resourceful
- Positive in their own identity
- Enterprising and entrepreneurial (including social)
- Resilient

Connected students are:

- Relate well to others
- Effectively use communication tools
- Are connected to the land and environment
- Genuine interest in human and environmental sustainability
- Are community minded
- Understand diverse values and worldviews
- Global perspective

Actively involved students;

- Participate in a range of life contexts
- Contributors to the well-being of New Zealand - social, cultural, economic and environmental

Lifelong Learners:

- Are literate and numerate (meet national standards)
- Are creative and critical thinkers
- Know themselves as learners
- Work independently and interdependently
- Persevere and show resilience
- Show empathy for and contribute to the benefit of others

CORE VALUES:

- | | |
|----------|-----------------|
| Respect | Cooperation |
| Honesty | Acceptance |
| Fairness | Trustworthiness |
| Pride | Kindness |

ALFRISTON SCHOOL LEARNER

QUALITY LEARNING IN CLASSROOMS

Each Alfriston School learner's experience includes:

- Knowing the Alfriston School vision
- Student voice
- The acquisition of literacy and numeracy skills within an integrated programme
- Knowing learning intentions and success criteria for their learning
- Knowing the learning progressions for reading, writing and mathematics
- Learning within whanau groups across the school
- Learning that is connected to their real world (21st century)
- Challenging goals to ensure progress
- Regular quality verbal and written feedback and feedforward on their progress and achievement
- Having models of excellence displayed
- High expectations of all students
- Effective teaching
- Being in an orderly, tidy, purposeful and safe learning environment
- Access to our well-resourced facilities and equipment
- Being valued as an individual
- Having their culture and ethnicity recognised and valued
- Being affirmed for success
- Being treated fairly and consistently
- Feeling safe emotionally, socially and physically

SUSTAINED ACTION FOR HIGH STUDENT ACHIEVEMENT

Constant and determined focus by all staff, students and parents on high levels of progress and achievement

Priority given to literacy and numeracy skills within an integrated programme

Innovative approach to school organisation and culture

Learning that is connected to the students' real world (21st century learning) eg collaboration, citizenship, character, critical thinking, creativity, communication

Learning within whole school whanau groups

All students develop challenging goals to ensure progress

All students being given frequent verbal and written feedback and feedforward on their learning and achievement

Parents receive high quality reporting information and regular personalised school communications

High expectations by teachers of all students

Effective learning in every classroom

Purposeful instruction in all curriculum areas

All students valued as individuals and actively involved in their learning and decision making

MINISTRY OF EDUCATION

Priority given to student achievement in Literacy and Numeracy

National Standards

Curriculum Implementation

Effective Pedagogy (Teaching as Inquiry)

Maori Achievement (Ka Hikitia)

Pasifika Achievement

Student Engagement

Increasing student participation in sport

Increasing student achievement through high expectations

Involving family and the community

Student assessment capability

Digital strategy - effective use of e-learning

Success for all

Inclusive schools

Health and Safety

Education Council

