



Strategic and Annual Plan.
2022-2024

Principal's Endorsement

Board's endorsement

Submission Date to the Ministry of Education

INTRODUCTION SECTION

**Ko te ahurei o te tamaiti arahia o tatou mahi
*Let the uniqueness of the child guide our work***

Crawshaw School sits within the rohe (area) of local iwi (tribe) Ngaati Maahanga within Waikato/Tainui in the western suburb of Nawton. It is an urban decile 1a full primary school with a roll of 336 as of the 10th of May 2022. 66% of the student population identify as Maori with 11% Pakeha and 9 % Pasifika and Asian.

The school has three modern learning environments & 6 single cell classrooms situated across our junior, middle and senior school areas. There are 16 teaching and 6 learning support staff.

The school has a dental clinic on site which services Hamilton West, and two satellite classes from Hamilton North. Other external agencies regularly onsite include; several Cluster 16 Resource Teachers of Learning and Behaviour. a Learning Support Coordinator (LSC), Social Worker in School (SWiS) and Counsellor in School.

Additional resources include a bike and scooter track with a range of bikes for student use and a senior and junior playground.

This Strategic plan is linked to the National Education and Learning Priorities (NELPs).

VALUES / ASPIRATIONS

Kotahitanga

Unity, oneness, togetherness, one direction, an agreed pathway.

Whakawhanaungatanga

Building respectful relationships through working together, a shared pathway

Manaakitanga

Being kind, thoughtful, respectful, hospitable, a caring pathway

Manawaroa

Be resilient, have fortitude, be determined

Whakamana

Be respectful, acknowledging others

<p>NELP Objective 1</p> <hr/> <p>Learners at the Centre Learners with their whānau are at the centre of education.</p>	<p>NELP Objective 2</p> <hr/> <p>Barrier Free Access Great education opportunities and outcomes are within reach for every learner</p>	<p>NELP Objective 3</p> <hr/> <p>Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whānau.</p>	<p>NELP Objective 4</p> <hr/> <p>Future of Learning and Work Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p>
<p>Priorities 1 & 2 Ensure that our place of learning is safe, inclusive, and free from racism, discrimination and bullying.</p> <p>Have high aspirations for every learner, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture.</p>	<p>Priorities 3 & 4 Reduce barriers to education for all including Māori and Pacific learners, disabled learners and those with learning support needs.</p> <p>Ensure every learner gains sound foundation skills, including language, literacy and numeracy.</p>	<p>Priorities 5 & 6 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across our school.</p>	<p>Priority 7 Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work.</p>

Our school community is committed to the principles of the **Treaty of Waitangi** and **Kahikitia - the Maori Education Strategy** to ensure that our Maori students enjoy learning and succeeding as Maori.

This is visible at our school through:

- Ensuring Te Reo and Tikanga Maori are integrated into classroom & school programmes.
- Participation in cultural festivals E.G Matariki
- Whanau - community hui - x1 term
- Liaise & build reciprocal relationship with local iwi - Ngaati Maahanga
- Competitive Kapa Haka team - Years 5-8
- Arbour Day planting - Waiwhakareke - Natural Heritage Park
- Powhiri & whakatau
- Culturally responsive classroom practices - Karakia, pepeha, correct pronunciation of names & places
- Develop partnership with Te Kopuku school in developing Waiwhakareke Marker Posts - Shared Entry Precinct

STRATEGIC AIM 1, 2022 - 2024:

Improve outcomes for all learners, particularly our Maori, Pasifika and children with additional learning needs. Reference NELP 1, 2, 3, 4. Review 22 June & 16 November.

OBJECTIVES

- Accelerate the progress of our students achieving below expectations.
- Develop and maintain robust assessment practices
- Improve the achievement of all students.
- Support Maori educational success as Maori

ANNUAL AIMS, 2022:

OBJECTIVES:

We accelerate the progress of our students performing below expectations in reading. Realistic benchmarks for target learners will be set according to 2022 Term 1 school wide summative data.

ACTIONS / RESPONSIBILITIES / BUDGET:

Assessment for learning (A4L)
Best start literacy approach (BSLA) YO-1 - NE teacher & LSC

Structured Literacy

Baseline summative data collected across the school by an assessment team to provide clean and reliable data. Probe was used for those reading 8 + and PM Running Records for below 8+

Reading targets 2022 for raising reading achievement of Tier 2 learners

TEAMS	CURRENT Students At Expected Curriculum Level	TARGETED Students From Below to At Expected Curriculum Level
1	5%	46% - shift 23
2	10% (9)	32% - shift 19
3	18.5 (16)	28% - shift 21
4	34% (31)	57% - shift 19

We will know that we have achieved targets when:

- The total number of students learning within or beyond their appropriate curriculum level has increased by the end of 2022 as identified by Probe / PM Running Record
- The Teacher and Student Capacity & Capability Assessment for Learning Matrix data will

demonstrate upwards movement through stages and alignment

2022 Teacher Professional Growth Cycle:

- Focus is on accelerating reading achievement for all students
- Inquiries to be shared across Teams and with Senior Management

NE teacher to use BSLA assessments - beginning, mid and end of year

Heggerty Phonological programme - Years NE - Year 6

The Code - Liz Kane Years 6-8

In school workshops with literacy lead - structured literacy

Teachers use reviewed tracking systems to monitor student progress and achievement in reading.

- Tls ensure student progress and teacher practice are discussed, deliberate actions agreed and actioned and all recorded on refresh DRIVE.
- P/DPs ensure agreed actions are observed with feed back and feed forward. Recorded on refresh DRIVE.

Assessment for Learning - combined Teacher & Student Capabilities Matrix - focus on Assessment Literacy & Building Learning- Focused Relationships

- Team goals set and shared with upon - Early Term 2

Students use tracking sheets to monitor their progress and achievement and build their confidence in where to next.

- Teams develop next step tables with the DPs/LSC. Tables held on refresh DRIVE.
- Teams timetable conferencing with the students to ensure student voice is captured and understanding of how to get to the next step.

Robust assessment practices are used consistently across the school in order to establish progress and identification of student needs.

Reduce barriers to education for all including Māori and Pacific learners and those with learning support needs. (N2, P3)

<p>Ensure every learner gains sound foundation skills, including language, literacy and numeracy. (N2, P4)</p>	<p>Establish an annual assessment overview with Termly expectations for teachers regarding assessment requirements.</p> <p>Establish a plan to develop clear expectations as to what effective formative assessment practices look like - age appropriate across teams.</p> <ul style="list-style-type: none"> - Create Maori and Pasifika cohorts on Hero to track learning progressions - Monitor and regularly evaluate the needs of at risk Maori and Pasifika learners. - Create learning support register - Te Rito (LSC) - Monitor and evaluate the efficacy of learning support programmes. - Ensure all avenues are exhausted when communicating with- whanau/families onsite/offsite/online. - Engage external support agencies as required - RTLB, OTRS, HHN <p>Identify learners who are not making sufficient progress in key foundation skills and adjust learning programmes, teaching approaches and supports, including seeking additional support from specialists.</p> <ul style="list-style-type: none"> - Review SENCO and ESoL records - Assess students identified as requiring extra assistance - In consultation with whanau, student & external agencies, develop IEPs and behaviour plans - Monitor, evaluate & modify behaviour plans - Assign LA support & develop evidence-based group interventions - Early Words, The Code - Liz Kane, Numicon - Maths, Structured Literacy - Engage external support agencies as required - RTLB, OTRS, HHN
--	--

- Use eLearning and associated reading apps programmes to enhance the reading programme.
 - Develop an IT plan for CS learners Y1-8.
 - TLs regularly evaluate IT use and effectiveness.
 - Ensure IT infrastructure is in place to meet needs.
 - Develop CS online provision during covid events.

- Liaise/consult with Ngaati Maahanga - Living Curriculum
- Community consultation - school values
- Develop a graduate profile for students
- Ensure teams use an inquiry approach with collaborative activities to engage in high level thinking evidenced in planning

Collaborate Kahui Ako to plan for successful transitions to enable all Crawshaw learners to succeed in education.

- Share CS Marau a kura with local high school options, Fraser High, Te Kopuku, Tai Wananga.
- Ensure data shared with schools is accurate and relevant.
- Ensure opportunities for parents/whanau to meet with secondary options.

STRATEGIC AIM 2, 2022 - 2024:

Build capacity and Hauora throughout our staff for increased success through effective PLD and professional systems and expectations.

OBJECTIVES

1. Staff learning and collaboration
2. Professional Growth Cycle- Assessment for Learning

<p>Staff Employment Documentation</p>	<ul style="list-style-type: none"> ● Teacher observations, timing and regularity ● Feedback discussions on observed practice. ● Leaders will monitor PGC progress through regular meeting minutes ● Attestation processes confirmed and in place <ul style="list-style-type: none"> - All staff will have up to date personnel files with all required documentation present and up to date - utilise the support of NZSTA with an HR audit if appropriate. - All support staff will have up to date, negotiated job descriptions that are fit for purpose. - All support staff have an established process for annual appraisal/attestation. <ul style="list-style-type: none"> - New staff receive effective staff induction according to reviewed staff induction procedure and handbook information. - Effective, up to date personnel systems are in place - PRTs receive appropriate release and tutor teacher support - Staff have clear and easy access to purchase and travel claims - Staff leave provisions are clear and easily access - Whanau contexts are given due consideration and are seen as a priority within hauora aspects -
<p>Staff Hauora Provisions</p>	<ul style="list-style-type: none"> ● Apply to MOE for Principal Recruitment Allowance ● Consult students, staff and community on person specifications ● Work with external PRA moderator as appointed by MOE ● Carry out a thorough, robust process of appointment. ● Plan process to have the Principal take up the position Term 3 ● Set up thorough principal induction, performance agreement and appraisal process.

Permanent Principal Appointment	
---------------------------------	--

<p>STRATEGIC AIM 3, 2022 - 2024: <i>To have effective engagement with our students/whanau and the Crawshaw Community</i></p>	
<p>OBJECTIVES</p>	
<ul style="list-style-type: none"> - To provide a welcoming, safe, inclusive and responsive Crawshaw School environment - Whanau are engaged through a learning partnership - To partner with whanau to design and deliver education that responds to individual student needs 	
<p>ANNUAL AIMS, 2022:</p>	
<p>OBJECTIVES:</p>	<p>ACTIONS / RESPONSIBILITIES / BUDGET:</p>
<p>Ensure that our place of learning is safe and inclusive</p>	<p>Revision PB4L - Tier 1 expectations and vision</p> <ul style="list-style-type: none"> - Establish co constructed expectations regarding inclusive behaviour management practices across the school. - Monitor practices and provide feedback to staff - Complete Wellness at School surveys with students and feedback collation. - Report Termly on behaviour data as per PB4L provision <p>Provide targeted PLD for staff on inclusive behaviour practices - RTLB PB4L & IYT</p> <p>Analyse attendance data on a termly basis providing implications analysis and next steps for</p>

<p>Improve School wide Attendance</p> <p>Have high aspirations for every learner/ ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture. (N1, P2)</p> <p>- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our place of learning. (N3, P5)</p>	<p>development and implementation.</p> <ul style="list-style-type: none"> - Set goals to improve attendance based on Term 1 baseline - Covid taken into consideration - Set goals to improve unjustified absences <p>Connect with Maori whānau, Pasifika families and those with learning support needs to identify and address barriers that may prevent learners from accessing, participating and being engaged in schooling.</p> <ul style="list-style-type: none"> - Consult and survey with Maori and Pasifika whanau - Establish Maori and Pasifika reference groups <p>Build relationships with our Crawshaw Māori community and local iwi Ngaati Maahanga, involving and partnering with them in decision making to support Māori educational success as Māori.</p> <ul style="list-style-type: none"> - Establish Maori whanau group from parents. - Aotearoa NZ Histories / Te Reo - Tikanga additional responsibility foci - Relevant Maori dimension integrated in CS property plan. - Relevant Maori dimension integrated in CS Marau a kura. - CS harakeke conceptual framework is integrated into team make ups, building names, school areas, signage, communication mediums. <p>-Identify and respond to Crawshaw learner strengths, progress and needs, alongside Crawshaw learner and whānau aspirations.</p> <ul style="list-style-type: none"> - Engagement with and utilisation of CS Maori GATE programme. <p>Expect and support teachers to build their understanding of Maori learners’ contexts, including languages spoken at home, histories, stories and cultural values, particularly to Ngaati Maahanga to</p>
---	--

provide culturally responsive teaching.

- Visual recognition and reflection of relationship with Ngaati Maahanga.
- Establish working relationships with local schools already providing Te Reo L1, 2 & 3
- Support staff engagement with external Te Reo PLD

Investigate the adequacy of HERO templates for reporting to parents.

- Develop an age appropriate template/s for reporting to parents that includes and is not limited to:
 - Multiple curriculum areas beyond reading, writing and maths against curriculum levels
 - Key competency indicators or the like that indicate student attitude and/ore behaviours
 - Next steps for improvement
 - How whanau can help at home
 - Student voice
- Review and develop an effective whanau engagement process around the reporting process to engage with and inform.
- Establish student involvement in the whanau engagement process.
- Survey whanau on the effectiveness of the reporting format and the engagement process following mid year reporting. Analyse and report on findings to the board.

Report twice yearly to Whanau on the progress and achievement of students.

STRATEGIC AIM 4, 2022 - 2024:

Effectively Manage Resources in order to maintain and utilise these for the betterment of provisions for all stakeholders.

OBJECTIVES

- Property Infrastructure
- Finance
- Health and Safety
- Governance

ANNUAL AIMS, 2022:

OBJECTIVES:

ACTIONS / RESPONSIBILITIES / BUDGET:

Effectively Maintain the Crawshaw School Environment and Infrastructure.

Implement the 5Ya 2022

- Complete the Admin Upgrade
- Replace the non compliant fence at the rear of the school property
- Complete conversion of old toilets into resource spaces
- Carry out the weathertightness project (MoE project)
- Design and install deck outside of hall

Improve the infrastructure of CS.

- Carry out upgrade of quoted Security Camera system
- Improve the drainage infrastructure

<p>IT Infrastructure and Resourcing</p>	<ul style="list-style-type: none"> - Decommission the boilers - - Replace all decking - stage by stage - Strengthen the electrical infrastructure as per assessment report <p>Establish a regular maintenance plan that maintains the improved infrastructure across multiple property facets.</p> <p>Reflect CS's position within Ngaati Maahanga and Waikato/Tainui.</p> <ul style="list-style-type: none"> - Naming of rooms, blocks, playgrounds, track - Co designing and painting murals on perimeter fences, in between blocks, front and rear of school - Co design and building of waharoa at main entrance - Co design and creation of signs on blocks <p>Provide quality spaces for all internal and external specialists.</p> <ul style="list-style-type: none"> - Prioritise internal services and locate dependent upon requirements E.G. admin staff, Ham North, RTLBs and the SWiS - Provide an area for irregular visitors that require space <p>Purchase key IT hardware such as the following</p> <ul style="list-style-type: none"> - Chrome books - Tablets - Interactive TV 65" x 3 for ABC - VisTab visitor log in system - Upgrade of Wireless connectivity in Team Modular
---	---

<p>Maintain the health and effectiveness of the Crawshaw School finances.</p>	<p>A budget is furnished focussed on the needs of its staff and learners that archives the following:</p> <ul style="list-style-type: none"> ● Classroom budgets for teachers ● Greater provision for curriculum resources ● Great provision for PLD for staff ● Greater clarity and alignment in expenditure versus income streams such as ORRS ● Improvement of <ul style="list-style-type: none"> - Review and/or develop procedures for staff expenditure/claims where expectations are workshopped and monitored for consistent application - - Review and/or establish an up to date asset register - Review and/or establish inventories for the key resources such as ICT, caretaker equipment, office stock, sports equipment. - Establish budget holders amongst staff providing clear expectations for the role.
<hr/> <p>Improve Crawshaw School Health and safety.</p>	<hr/> <p>Establish robust H&S policy, procedures and systems to ensure a strong H&S culture amongst staff.</p> <ul style="list-style-type: none"> - Live Hazard register monitored by caretaker and principal - CS DRIVE. - Paper Hazard register established at main office for all to register hazards as they arise, monitored and processed to Hazard drive - Provide H&S PLD for all staff - - Update Covid Response Plan in a timely and accurate manner. - Ensure covid signage is clear, concise and correctly positioned as directed at a National level <p>Review and/or Health and Safety Procedures in line with the reviewed H and S Policy. Key procedures requiring review:</p> <ul style="list-style-type: none"> ● Hazard Register

	<ul style="list-style-type: none"> ● Identifying and reporting hazards ● Emergency Procedures - Fire/Earthquake - Safewise ● Lockdown procedures - Safewise <p>All EOTC planning and preparation for day trips and camps is reviewed and workshopped with staff to ensure requirements are met for Principal and/or Board approval. Key procedures requiring review:</p> <ul style="list-style-type: none"> ● EOTC application form ● RAMS forms templates ● Consent and health forms ● Parent guidelines and assurances ●
<p>Provide Effective Governance for Crawshaw School</p>	<ul style="list-style-type: none"> ● Review and refine the Policy Framework with Governance and Operational policies clearly defined. ● Review and workshop the Board Code of Behaviour. ● Review and amend the Board Meeting Agenda ● Review and refine the Board Information and Documentation Drive for clarity and conciseness. ● Review and establish a clear process for managing Board correspondence. ● Review and update the Board Work Plan to align with the Strategic plan for planning, reporting and review processes. ● Engage in PLD regarding the following: <ul style="list-style-type: none"> - Strategic Planning - Roles and Responsibilities - Governance v Management - Effective Meetings - Policy review - Effective Financial Monitoring - Effective reporting to the board

- Community Consultation
- Succession planning
- Principal Appointment

- Provide community governance workshop for upcoming Triennial Elections in Term 3
- Provide robust induction and training for newly elected board members
- Provide a board folder established from the board drive for new trustees as a resource.