

Bluff School Strategic Improvement Plan 2020 – 2022



‘Where the journey begins’
‘Timatanga o te haerenga’

Introduction

Bluff Community School was formed in 2005 as a result of the Invercargill network review and the subsequent merger of Konini and Bluff Schools. The school name was changed at the beginning of 2013 to 'Bluff School'. Ethnic make up 70% Maori, 25 % New Zealand European, Pacific 5%.

Vision

We will provide all students with the opportunities that will enable them to reach their personal best in a learning environment that challenges, motivates and nurtures.

Our school logo reflects 'where the journey begins' with the idea of arrows off into the future. The basic shape is that of the tio (oyster) to reflect Bluff, the koru is the unfurling of learning, with the arrow-type shapes reflecting the prominence of the maihi (the diagonal bargeboards) at the local marae. The 6 steps each have a word associated with them that tell a part of who we are. There are 3 parts depicted by the colours to reinforce the idea of the 3 kete of knowledge, with the koru being green to show our association with Motupohue, Bluff Hill on one side, and the other part blue, as we have the sea on the other. This also correlates with our relationships with the guardians Tane-mahuta and Tawhirmatea.

Valuing Cultural Diversity

In recognising the unique position of Maori, Bluff School will include Te Ao Maori (including te reo and tikanga) by integrating where possible into units of work, the day-to-day operation of the school, and continuing to focus on increasing the reo in classrooms and school environment. We would discuss any requests for further te reo with whanau.

We are in the fortunate position to have a couple of teachers with strengths in Maori, and we are trying to develop a stronger relationship with our local marae after a change in leadership in the last few years. The whole school does kapa haka together and there are several opportunities a year to perform at different events.

To reflect the Pasifika population within our school community, the whole school also participates in siva.

Our School Vision:



The core shape is that of a tio (oyster) to represent Bluff. Other representations include:

3 parts to represent the 3 kete of knowledge and the 3 main values - Learner, Responsible, Respectful.

The blue component represents Learner - the unfurling of understanding and growth of our learning over time; Tangaroa the guardian of the sea and our relationship with this in Bluff

The red (red being the Bluff colour) component represents Responsible; reflects the 'Where the journey begins' and the road off into the future; they are shaped like the maihi at the local marae - with the 3 lowest being the past learners, the present learners, and the future learners at our school, and the 3 top ones being the maihi at the marae

The green component represents Respectful; the green hill shape is to acknowledge Motupohue, the hill we sit under; Tane Mahuta the guardian of the bush, trees etc and our relationship with this along with our obligation to be respectful of it and look after it.

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
<p align="center">Community, Iwi and Maori Engagement</p>	<p align="center">Ako</p>	<p align="center">Hauora</p>
<p>To open our doors to build powerful relationships, strengthening engagement with the school community and grow learning focused partnerships. To create a sense of belonging within the school.</p>	<p>To strengthen teacher/ leadership capabilities in Digital Technology and Literacy to improve learning outcomes for students.</p>	<p>To enhance social, emotional and physical wellbeing through positive school wide practices</p>
<p align="center"><u>2022 Aspirations</u></p> <p>Learners with their whānau are at the centre of education.</p> <p>A local curriculum that is inclusive and responsive to local needs, contexts and the environment.</p>	<p align="center"><u>2022 Aspiration</u></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p align="center"><u>2022 Aspiration</u></p> <p>Great education opportunities and outcomes are within reach for every learner</p>

Community, Iwi and Maori Engagement

To open our doors to build powerful relationships, strengthening engagement with the school community and grow learning focused partnerships.

To create a sense of belonging within the school.

2022 Aspiration

Learners with their whānau are at the centre of education

2022 Aspiration

A local curriculum that is inclusive and responsive to local needs, contexts and the environment.

School Specific Context Information

Context	Data/ Info	Needs	Staff Expertise	Roles & Responsibilities
<p>There has been limited linear consultation with the community at Bluff School over the past 3 years in relation to developing the school's strategic direction and local curriculum.</p> <p>Informal events, e.g. end of term celebration assembly) have been strengthened in the last two years and have increased the number of parents and caregivers who come into the school.</p> <p>Current whanau surveys relate specifically to curriculum areas.</p> <p>Current Board member representation does not accurately reflect the school community</p>	<p>Quantitative Data:</p> <p>25% of response to whanau survey in 2020</p> <p>This year we had 70% attendance at parent, teacher evening.</p> <p>We Have one teacher fluent in Te Reo Maori at school.</p> <p>Have 2 board member vacancies</p>	<p>Establishing community consultation groups, e.g. whanau consultation group to focus on improved learning outcomes for Maori students</p> <p>BOT to visit marae, lead pepeha</p> <p>Continue the informal events (e.g. BBQ, fun runs etc) which have opened the school to the community. Look at different opportunities during the year such as Matakiri</p> <p>Enhance local iwi connections/relationship with the marae</p> <p>Drop in and see a board member days/evenings – can be at different locations rather than always at school</p> <p>Use Hautū: Māori Cultural Responsiveness Self Review tool for Boards of Trustees</p> <p>Using our community more to localise our school curriculum and to create a stronger link to the Marae.</p>	<p>Kate and Vanessa</p> <p>Board to continue to actively support the management team with these events</p> <p>Geoff</p> <p>Create a team with Paddy leading Culturally Responsive practice.</p>	<p>Board to initiate the community consultation</p> <p>Board to be visible in their roles and be available and willing to engage with whanau.</p> <p>Find ways for parents and whanau to lead activities</p> <p>Local Curriculum priority development. The story of Bluff around Marae etc.</p> <p>Meeting with the Marae to build the relationship - does the marae want to be involved with the school?</p> <p>Paddy to lead staff meeting to developing using Te Reo and Ti Kanga practises.</p>

Understanding our Vision and the link to that to the students, teachers and Community.	After talking to the Board, Teachers and Students we have lost some impact on our Vision.	To get all our school community understanding our Vision and being referred to regularly. We need to upskill staff and develop the understanding for our students and community.	Paddy helped develop this so his skills will be very important as well as the whole staff.	Paddy to share with classes. Teachers to follow up and use throughout the school. Staff to have parent evening to follow up Geoff to have visual displays throughout the school.
The way we develop relationships.	This year had a TOD around effective communication and personality types. We will use this information to help develop the way we communicate and have effective conversations.	Look the way that we speak to each other and making sure people feel valued to and listened to E.g. Teacher to teacher Child to teacher Teacher to Child Teacher to Caregiver Caregiver to Teacher Having regular contact from our school to parents etc both for all things. Have meetings throughout the year with family and provide opportunities for them to come in and support the school	All Staff have skills in this area and will be developed throughout the year.	Geoff to lead this
Explore working with local groups and develop our local curriculum by making stronger links in the community, especially with our local Marae.	We don't use the marae as often as we have in previous years.	Using our community more to localise our school curriculum and to create a stronger link to the Marae. Consultation with school and wider community.	Paddy (Marae) Geoff and other staff for relationships	Paddy Marae All Staff lead by Geoff to put in place a localised curriculum linking to our vision.
Transition to school/Roll growth	We have a new teacher in the new entrant class	Continue to work on our relationships with our whanau, especially in relation to the transition to school which will continue to grow the roll at Bluff School	Megan and Nanny Fran	

Evaluation: How will you evaluate impact?

End of Term 1	· Whanau consultation group established
End of Term 2	· Look and use information from consultation.
End of Term 3	· Board has plans to continue strengthening links and communication with the community

Strategy: Annual	Activities: Term 1	Activities: Term 2 & 3	Outcomes end of 2021
<p>To strengthen engagement with the school community to grow learning focused partnerships.</p> <p>Whanau Open Days/evenings and informal events developed and reviewed</p> <p>Community partnership initiatives for strategic direction planning</p>	<p>Whanau consultation 1st and 2nd meeting – strategic direction planning and understanding</p> <p>Board newsletter sent out to all families</p> <p>Board-led community survey</p> <p>Develop a Whanau Room and put a proposal to the board with costs etc coming from our students.</p>	<p>Board newsletter</p> <p>End of year celebration (e.g. school concert/production/ market day)</p>	<p>Community voice collected and analysed about strategic direction</p> <p>% attendance at meetings</p> <p>% attendance increase at informal events</p>
<p>Learning partnerships/ Mahi tahi, (working together collaboratively in the pursuit of learner-centred education goals).</p> <p>Maori student/whanau initiatives for improved learning outcomes</p> <p>Home School Learning Partnership</p> <p>Development of an inclusive local curriculum</p> <p>To develop culturally responsive practices, ensuring a sense of belonging for all through relationships.</p>	<p>E.g. Maths evening – parent evening to help understand the importance of flash cards</p>	<p>Whanau consultation 3rd meeting (off site) – maybe at the marae?</p> <p>Whanau consultation 4th meeting - look at using a local role model/inspirational speaker that we can use?</p> <p>E.g. Reading/writing parent evening</p> <p>Board to explore using Hautū: Māori Cultural Responsiveness Self Review tool for Boards of Trustees</p> <p>Have opportunities for parents to come in for academic meetings as well as social organisations throughout term 2-3.</p>	<p>Parents and teachers are involved together in children's learning</p> <p>Parents know the strategies they should focus on at home.</p> <p>Maori student and whanau voice collected and analysed for improved learning outcomes – should feed into local curriculum planning</p> <p>Family and community knowledge is incorporated into the curriculum and teaching practices.</p> <p>Whanau, teachers and school leaders work together to align educational experiences at school and at home (e.g. whanau and others with knowledge of local tikanga, history and language support classroom teaching and learning programmes)</p>

Have different agencies such as Police Educational Officer, SWIS, John Parsons, Public Health South, Heart Foundation coming in to upskill staff and students in social and emotional needs.

Look at having the Made to Move team come in to teach kids games and how to deal with games etc with each other. This will be followed up in class where some teachers may try using Wilson Macaskill information.

Take our Year 4-8 students to have a go day in down to provide them an opportunity to try new things.

Use the Town Hall and link this to the opportunities they provide outside of school.

Keep using outside agencies to develop needs of students as well as following up with Key Comps. Kids will reset goals in term 3 for the rest of the year.

Action Plan for Bluff School 2021

Ako

To strengthen teacher/ leadership capabilities in Digital Technology and Literacy to improve learning outcomes for students.

2022 Aspirations

Learning that is relevant to the lives of New Zealanders today and throughout their lives

Quality teaching and leadership make the difference for learners and their whānau

School Specific Context Information

Context	Data	Needs	Staff Expertise	Roles & Responsibilities
<p>Digital Technology We have received 120 hours of Professional Development funding to help us implement the Digital Technology into Bluff School.</p> <p>We also want to develop a digital platform within our school to not lose professional learning for our school.</p> <p>We also understand a lot of our children are hands-on learners and giving them the opportunity to do this.</p> <p>Linking the Website to the school data portal as we do not currently have a website.</p> <p>Look at getting a Student Management System that meets the needs of Staff, students and whanau.</p>	<p>After looking at the Digital Technology curriculum in 2020. We have surveyed students and teachers to get information on the needs for 2021. The survey showed us that teachers needed more ideas around this area of the curriculum and the students wanted more opportunities to use these skills in class.</p>	<p>Giving our students a chance to use the skills they had last year and develop this further in 2021.</p> <p>Give our teachers a chance to embed the learning they had last year and develop a Digital Technology Curriculum that can be used at Bluff school.</p> <p>Inducting new teachers into our digital technology curriculum, ensuring consistency of practice.</p> <p>Using new equipment and learning the skills to use this. Also develop the skills where we can use Tuakana Teina with our students. Our younger students can share and use skills to teach others.</p> <p>Have a platform that the staff can use and share information so information is not lost to the school.</p> <p>To develop a learning group and use skills to share with others.</p>	<p>Emma and using the PD through Learning Architects. She will get a working group around her for this.</p> <p>Create a digital team - Jason.....</p>	<p>Emma led this with a working group of teachers. Staff will be the people implementing in the classroom.</p> <p>Principal to oversee this and work with Emma to develop the Digital Platform. We may bring other staff on board to support this process. Principal will report to the Board.</p>

<p>LITERACY</p> <p>We want to continue to develop our teacher capabilities in this area through collaboration and sharing of resources</p> <p>In the last two years we have got 3 new teachers to the school. So passing on info and systems is really important.</p>	<p>At present, all planning is being checked weekly for writing. We would like to change this and have a shared platform where people can use others' ideas that is not in place at present.</p> <p>We want to lift the results in Writing and to do this we will be putting a specialist teacher in four different classes during the year to target certain cohorts of students.</p> <p>Our data is showing us that in some cohorts we are really struggling and only 54.6% of students where they should be.</p>	<p>To develop a shared platform to share planning etc.</p> <p>Purchase this new phonics resource and get a teacher to trial it with Reading in the Junior Classroom. Have had discussions with Pam who is our RTLIT around this.</p> <p>Look at teacher support in four classes for Writing for the year to work alongside the teacher. We will then look at data at midyear to see if this is making a difference and we will also survey the kids at the start and at the end that have not achieved so highly in Writing</p>	<p>Emma's skills with support from Geoff around shared drive.</p> <p>Junior teacher to trial phonics resources in the classroom and we will review the progress. If successful, we will continue to roll this out across the school.</p> <p>Also look at the impact of reading Recovery this year and to see if our students are retaining the information and the gains.</p>	<p>Emma with support from Staff and Geoff</p> <p>Junior Teacher/Rachel to trial and the Geoff to get Data and feed to the board</p>
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Evaluation: How will you evaluate impact?

End of Term 1	<ul style="list-style-type: none"> Teachers have a day of professional Development in term 1 with Shona from Learning Architects. They will then use skills in the classroom.
End of Term 2	<ul style="list-style-type: none"> Monitor and evaluation progress. We will survey staff and children around how things are going. We will also look at MidTerm Data around Reading.
End of Term 3	<ul style="list-style-type: none"> Checking of results and discussion in staff meetings around Literacy. Look at the understanding of children with Digital Technology by surveying them.

Strategy: Annual	Activities: Term 1	Activities: Term 2 & 3	Outcomes end of 2021
<p>Strengthening teacher capabilities in Digital Technology</p>	<p>Teacher only day in term 1 and then follow up activities to happen the week after this.</p> <p>Meeting with Shona around the Data portal and checking on the way this is done.</p>	<p>Having a Digital Plan developed throughout the school to be used in the future for Bluff School.</p> <p>Continual PD for the Year and upskilling of staff and children.</p>	<p>Teachers and students will have a really strong understanding of the Digital Technology curriculum.</p> <p>Documentation will clarify expectations for teachers.</p> <p>Creation of a school data portal that can be used and is easy to follow for all staff and look at the way this can be developed for our Whanau.</p> <p>Be able to share with the community the learnings that have happened in 2021 at Bluff School through Digital Technology.</p>
<p>Strengthening teacher capabilities in Literacy</p>	<p>Purchase the new resource to trial in Junior class around phonics. See if this is helping kids with sounds. (Before and After Testing)</p> <p>Discuss the Shared Drive with staff and look at how this will look for 2021. At all meetings discuss this and having deeper discussions around planning and lessons that are working well not so well.</p>	<p>Look at midterm results and see if things are making a difference.</p> <p>If working, look at having a parent evening to discuss this and share changes.</p> <p>Check up on this shared drive and how it is going. Hopefully from here we will be able to move away from planning checks etc.</p>	<p>End of 2021 look at moving this phonics programme out further and developing the skills throughout the school. Do some testing for 2022 as a starting point.</p> <p>All planning on our shared Drive and staff discussion lessons and using things from each other to make it work.</p>

Action Plan for Bluff School 2021

Hauora

Enhancing social, emotional and physical wellbeing through positive school wide practices

2022 Aspiration

Great education opportunities and outcomes are within reach for every learner

School Specific Context Information

Context	Data	Needs	Staff Expertise	Roles & Responsibilities
<p>Last year was very challenging with Covid. We have noticed that children struggle to come up with games etc at break times and don't always have positive interactions.</p> <p>Look at the wellbeing of our students, teachers and school community.</p>	<p>Had an increase in playground incidents from 2019 to 2020</p>	<p>Develop cultural awareness in our school and upskill our teachers in this area.</p> <p>Upskilling staff -Using Cultural diversity survey to start with.</p> <p>https://nzcurriculum.tki.org.nz/Principles/Cultural-diversity-principle</p> <p>Look at ways that we meet the wellbeing of all people including staff, students and the School. Look at using Well Being survey www.wellbeingatschool.org.nz/ws-surveys/tools</p>	<p>Upskilling staff -Using Cultural diversity survey to start with.</p>	<p>Geoff to Lead and all staff to help</p>
<p>Behaviour management has been identified as an area for focus.</p>	<p>We had an increased level of Stand downs from 0 in 2019 to 9 in 2020.</p>	<p>We need to teach our students skills around social interactions and getting them able to organise themselves to do things at break times.</p> <p>Also need to use our key comps so students understand expectations and how Bluff students should act.</p> <p>We have developed a list of key competencies that relate to our vision. After discussion with students and teachers these need to be followed up and discussed as a community.</p>	<p>All staff</p>	<p>Geoff to lead</p>

<p>Looking at Behaviour Management and linking it to our Key Comps and Vision. Developing our children's Social Skills.</p>	<p>We have developed over time a great list of Key comps that relate to our vision. After discussion with students and teachers these need to be followed up more.</p>	<p>Identify priority learners and focus on lifting achievement.</p> <p>Develop transition programmes to ensure smooth transition into Bluff school. (Builds strong relationships and allows students to settle in more comfortably). Check in on new students coming in regularly.</p> <p>To acknowledge the different perspectives held by Maori whanau and students.</p> <p>Regular contact to whanau to celebrate learners successes</p> <p>We need to teach our students skills around social interactions and getting them able to organise themselves to do things at break times.</p> <p>Also need to use our key comps so students understand expectations and how Bluff students should act.</p> <p>Look at different groups in the school linking to Hapori Awhina or activities. Also look at Project groups in school time to get involvement. This could include groups such as chess, gagening, sports etc.</p> <p>Leadership days for year 6-8 students</p>	<p>All staff</p> <p>Parent help for groups</p>	<p>Geoff to lead</p>
<p>Leadership opportunities for staff and students</p>	<p>Leadership PD for staff has been identified</p> <p>Student leadership</p> <p>Sports opportunities</p>	<p>Specific Year 7/ 8 opportunities developed</p>	<p>Have a fixed term unit around sport to help develop more opportunities.</p> <p>Geoff</p>	<p>Teacher in charge of sport to organise sporting opportunities.</p> <p>Leadership team to develop and provide opportunity=ties for students as well as other staff.</p>

Evaluation: How will you evaluate impact?

End of Term 1	· Start communication with the community through Whanau Survey and BOT survey. Look at numbers from this.
End of Term 2	· Have a look at Key Comps and see the children's understandings. Do Survey in term one and follow up at the end of term 2
End of Term 3	· Look and follow up on Cultural Awareness Survey and see improvements from staff

Strategy: Annual	Activities: Term 1	Activities: Term 2 & 3	Outcomes end of 2021
<p>To enhance social, emotional and physical wellbeing through positive school wide practices</p> <p>Property projects</p>	<p>Wellbeing@school survey</p> <p>Upskilling staff -Using Cultural diversity survey to start with.</p> <p>https://nzcurriculum.tki.org.nz/Principles/</p> <p>Inquiry unit based around healthy options in life and skills linked to this around it.</p> <p>3 Way interviews to Discuss goals and link this to the key Comps.</p> <p>Teachers teaching Vision and staff discussing how we use key comps from this in everyday actions at school.</p> <p>Creation of a whanau room by moving classes from last year. Looking at kids doing a proposal to Board with costs etc and present this to the board.</p> <p>Look at getting a grant for heating/cooling issues - e.g. change from coal powered boiler to renewable energy</p> <p>Weather tightness project has been approved by MOE - awaiting Andrew to confirm the start date of the project.</p>	<p>Healthy food - rollout of the school lunches programme in Term 2 - links to Taha hinengaro (mental and emotional wellbeing)</p> <p>Use Project groups to look at Garden at school and see if they can create a garden that we can produce Vegetables etc from.</p> <p>Look at the development of a sensory garden at school. Put a group of kids together around this with teacher support.</p> <p>Have a look around play options in the school. Playground etc. Look at what we can to improve on these with students and whanau.</p> <p>Look at covered areas outside junior blocks where tamariki can play in all weather.</p> <p>Look at the number of incidents in the playground etc to see if things are making a difference.</p> <p>Keep using outside agencies to develop needs of students as well as following up with Key Comps. Kids will reset goals in term 3 for the rest of the year.</p> <p>Look at the number of incidents in the playground etc to see if things are making a difference.</p> <p>Survey students using a school safety survey linking to communication to each other.</p> <p>Keep going back to key comps and Vision and reinforcing them with students.</p> <p>Sports opportunities for all year levels - way of bonding students together</p>	<ul style="list-style-type: none"> ● To have all rounded students with good social skills. ● Change Teacher capabilities and develop leadership. ● Creating a safe and caring environment for our school community. ● Building inclusive practices for all learners

Student Achievement Target 2021

Target for Raising schievement in WRITING

<u>Strategic Aim:</u>	To raise the Achievement of Writing as a whole at Bluff School. Especially in the Year 3-6 area of the school.
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<u>Strategy</u>	<u>Outcomes Expected</u>	<u>Specific Actions</u>	<u>Baseline Data</u>
Looking at the Data we seem to have some lower results in certain Cohorts at Bluff School. We will be focusing on the Year 3-6 area of the school by having a support person in the class once a week for Writing.	To improve the results all round in Writing especially in our Yr 3, Yr 4 and Yr 6 Cohort.	We will be sharing planning every week with the teacher in charge of Literacy. We will also have a teacher working alongside the three classes with target Cohorts. This teacher will also work two days with our lower age children to try and build them up.	In 2020 54.6% of students where they should be. Year 3 2021 61.9% below school expectations.. Year 4 2021 55% below school expectations.. Year 6 2021 37.5% below school expectations..
We also want to support the Writing in the lower end of the school and we want to try something new in our Year 2 class. We will again have a support Teacher here twice a week during Writing time.	To improve the childrens phonical understanding and have a better link between the sound, the letter and the work that relates to the letter.	A specialist teacher will work two days with our lower age children to try and build them up but supporting the teacher with Writing as well as working on sound and word understanding.	In 2020 54.6% of students where they should be. Year 3 2021 61.9% below school expectations.. Year 4 2021 55% below school expectations.. Year 6 2021 37.5% below school expectations..
We again will use our new Writing plan at Bluff School to see the impact of it in a full year without covid. This means we spend two weeks on a topic and then two weeks on an experience.	Students will have more understanding of Genre based leaving at Bluff School and also have opportunities to work on experiences with Writing. They will also be able to craft a piece of Writing in two weeks.	Teachers will follow the school plan and give students the opportunity to write and craft a piece of writing for two weeks. They will then be able with class.	In 2020 54.6% of students where they should be.. Year 3 2021 61.9% below school expectations.. Year 4 2021 55% below school expectations.. Year 6 2021 37.5% below school expectations..

2021 Target

To accelerate the progress of all students at Bluff School who are (A- or B) below school e.

