

1. Accelerated Student Achievement

(Nag 1, 2, and 3)

Students are making accelerating progress towards expected levels of achievement.

Teachers develop their knowledge and understanding of National Standards and apply this knowledge to support robust and consistent OTJ's against Year Level Progressions.

Review and redevelop current assessment practices across the school, including reporting to whānau.

Students who are identified as underachieving will be resourced and monitored appropriately.

Teachers and students utilise a variety of formative assessment practices to guide teaching and learning programmes.

Continue to Review the Appraisal process from 2017.

Use Digital Fluency/Technology to support collaboration between Staff, Students, Whanau, and community.

Design and implement an integrated Te Reo Programme across the school.

2. Student Centered Teaching and Learning

(NAG 2)

Teachers are supported to inquire into the impact of their teaching on student outcomes.

Teachers use the Spiral of Inquiry to identify pedagogy that allows student to achieve their potential.

The Midhirst School Curriculum Plan is reviewed to ensure that it is responsive to the changing needs of our students and teacher learners.

Students are empowered to take ownership of their learning through student agency.

Teachers work collaboratively to support one another.

Inquire into Collaboration Teaching and Playbased Learning to insure a smooth transition into our junior school.

Collect student voice regularly and in variety to analyse and identify the needs and where to next from our students view point.

Implement the School Technology Curriculum.

Strategic Plan

2018 - 2021



3. Strengthened relationships across the school community

(NAG 5)

Strengthen productive partnerships with family/whanau by sharing and discussing teaching and learning to accelerate student achievement.

Improve communication within the school and wider community.

Local beliefs and practices at Midhirst School are valued and will reflect the inherent identity, language and culture of every learner.

Identify individual skills our whanau have to support the Midhirst Curriculum.

Identify and consult with Local Iwi and Hapu to gather authentic korero/pakiwaitara/stories about Midhirst School.

Engage with the Central Taranaki COL to identify the needs of our learners and possible solutions.

Whanau voice is collected regularly and in variety to analyse and identify the needs and where to next from our whanau view point.

Work with Early Childhood Centres and High Schools to ensure smooth transitions in and out of Midhirst School. and in variety to analyse and identify the needs and where to next from our students view point.

4. Governance and leadership focused on teaching and learning

(NAG 4, 5, 6, 7, and 8)

School Leaders will: a) develop the capability to lead change to improve educational outcomes for all students: b) be supported to implement processes and practices which will lead to improved teacher practice and impact positively on outcomes for students.

Review and redevelop the capability of teachers to implement Digital Fluency across all areas of the school.

Improve teacher capability in the implementation of effective literacy and Numeracy programmes.

Self-Review programme and processes are developed to inform ongoing school development and improvement.

The Board of Trustees understands and fulfils its role in Governance matters focusing its efforts on raising student achievement.

Review the e-Learning capability of staff and students at Midhirst School.

Monitor the wellbeing/health and safety of the staff, children and act accordingly to the needs.