



# **Boulcott Strategic Plan**

2021 - 2023 - Year 2

***Kia tū kaha,  
kia maia,  
kia rere ki te ao.***

***Stand tall, fly high, together.***

# OUR SCHOOL AND COMMUNITY

Boulcott School is a medium size primary school catering for between 300 - 360 children in Years 1 to 6. It is just a few minutes from the heart of Lower Hutt City.

The school was established in 1928 and has a strong tradition of community involvement. It continues to enjoy excellent support from parents and caregivers.

## CONSULTATION STATEMENT

At Boulcott School we believe in and promote a strong, effective and positive home/school relationship. We know, and research supports this, that children's learning is enhanced and improved, when the partnership between home and school is supportive and positive. A child's learning is primarily important to three key stakeholders: the child, their whānau and the school. Alongside this, self review is critically important to identify what is working well and what can be improved. A key component of self review is engaging with the necessary people to provide a comprehensive picture of what is occurring and what can be improved.

During 2019 and 2020, the Board planned and embarked on extensive community consultation to completely review and redevelop the Charter. In 2020 we reviewed our strategic aims from further consultation. The Board wanted to ensure that the Charter was reflective of the aims and aspirations of the students, staff and family and whanau.





CELEBRATING OUR  
**CHEER**  
VALUES



**Confidence**  
Māia



**Honesty**  
Ngā Kaupono



**Excellence**  
Ka Rawe



**Enthusiasm**  
Kia Kaha



**Respect**  
Whakamiha

*In accepting challenges, in sharing ideas, in displaying leadership skills, and in their ability to take risks in their learning. Students who show resilience, self awareness and positive self esteem.*

*Adhering to an ethical code, displaying integrity, telling the truth and taking responsibility for their own actions.*

*Responding to new learning situations with wonder and excitement. Working cooperatively with others in a team situation, participating and contributing effectively, while considering others thoughts and feelings.*

*A readiness and willingness to learn. Able to set and monitor goals, manage time effectively and organise themselves for learning. Reflecting on, revisiting and modifying their own learning and constantly striving to achieve 'personal bests' in learning achievements.*

*Displaying courtesy and consideration for themselves, the environment, and for other of differing ages, cultures and beliefs. Relating to others with compassion and understanding through words and actions.*

# OUR LEARNING ASSETS

At Boulcott we believe school is not just about assessment results but for life-long learning. Pupils need to have learned to be tenacious and resourceful, imaginative and logical, self disciplined and self-aware, collaborative and inquisitive. - Glaxton, G. 2011.

Our learning assets adopted from Kath Murdoch, describe the broad skill set that we are building in every student at Boulcott School. Each of these board assets includes multiple, specific skills.

These skills are essential skills for the learner's toolkit for success.



# INCLUSIVE EDUCATION

Inclusion at Boulcott School means success for all.

Boulcott strives to provide an inclusive environment for all students and whanau. Providing an optimum environment with opportunities for every student to flourish in all areas of life is our goal. We believe in a shared ownership of care of all students. We maintain a 'wrap around' approach to problem-solving around students' needs in teams, with whanau and outside agencies.

Meeting the needs of all learners involves having effective systems established and using data to inform quality teaching practices. Classroom teachers are skilled in analysing data to identify strengths and needs and adapt curriculum to cater for the needs of individual learners. Support and extension are provided within the classroom programme. Teachers are encouraged to deliver curriculum using evidence-based strategies which support all learners, e.g. using a visual timetable will support students with identified needs such as dyslexia, but will also support every learner in the class (Universal Design for Learning). In all staff professional development a focus on inclusive practice is maintained.

Evidence-based interventions and programmes are delivered which target gaps, accelerate and extend learners. Boulcott School maintains inclusive practices by having Teacher Aide support in class as much as possible to promote relationships, students' esteem and sense of belonging. Provision of learning programmes includes mathematics support, Quick 60, Toe by Toe (dyslexia), ESOL (oral language and narrative programmes) and most recently, Learning Support through a Structured Literacy approach.

For a variety of reasons, some of our students present with challenging behaviours. Our school is developing an environment through Positive Behaviour for Learning: School-wide to ensure we are providing a safe environment with consistency in the ways teachers proactively prevent and respond to behaviours.



# MAORI ACHIEVEMENT STATEMENT

At Boulcott School we acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua. Boulcott School will provide opportunities that support its students' in te reo and tikanga Māori.

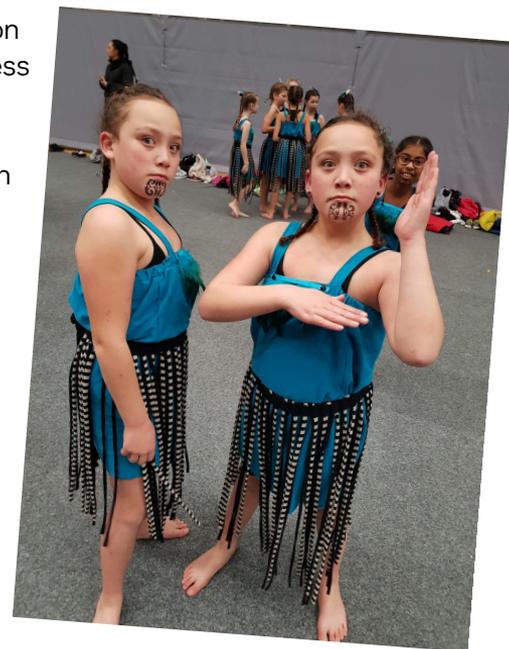
At Boulcott School we have high expectations for all our students in their educational progression and achievement. We will continue to ensure that Māori can effectively achieve 'educational success as Māori', "students who are expected to succeed are more likely to succeed." *Ka Hikitia Accelerating Success 2013-2017 requires the development of approaches to support all stakeholders to hold high expectations for all Maori students.*" Ka Hikitia, Pg 38.

Achievement of Maori students is regularly reported to the Board and we will continue to have a focus on raising Maori achievement. We aim to have a higher percentage of our Māori learners achieving success either At or Above expectation.

To raise the prominence of Māori in our school and to grow the capacity, understanding and application of Tikanga and Te Reo in our school, we have employed a teacher to work in every class, where he will immerse the children in Tikanga. Alongside this, we aim to grow our school Kapa Haka group, to be a proud representation of our Māori learners.

We will endeavour:

- To provide opportunities for all students to respect and understand Te Reo and Tikanga Māori
- To grow the use of, and correct pronunciation of Te Reo throughout our school
- To engage and involve our whānau through hui and community events
- To consult with whānau was part of our regular self review
- To continue to grow and celebrate our Kapa Haka group
- To unpack, explore and meet the aims of Ka Hikitia and Tātaiako.
- Activity support and engage with Boulcott School's Whanāu Group



# PASIFIKA ACHIEVEMENT STATEMENT

At Boulcott School, we adhere to the principles of the New Zealand curriculum and value the rich cultural diversity present in our school. We are proud of the Pasifika community within Boulcott and aim to achieve the best we can for our Pasifika learners.

We have high expectations for all our learners in their educational progression and achievement. With this, we aim to improve our relationship with our Pasifika community to better reflect the goals and aspirations for their children. We adhere to the goals from the Action Plan for Pacific Education 2020-2030, which describe what we are striving to achieve at Boulcott:

- work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic
- confront systemic racism and discrimination in education
- enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners
- partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and employment can be met
- grow, retain and value highly competent teachers, leaders and educational professionals with diverse Pacific whakapapa.



Achievement of our Pasifika students is regularly reported to the Board of Trustees and we will maintain our focus on lifting the achievement of our Pasifika learners.

Stand tall, fly high, together.

Kia tū kaha, kia maia, kia rere ki te ao.



Te Kura o Boulcott  
**Boulcott**  
School

Teaching & learning is student focused & future-focused



Fly High

An inclusive & supportive culture for all



Stand Tall

Together

Creating environments & opportunities for collaboration & innovation for all



#### Curriculum - Fly High

1. Refine and share what effective teaching looks like at Boulcott School.
2. Create a Universal Design for Learning which caters for all children.
3. Build confidence and capability for staff and students with the Digital Technologies & Science Curriculum, through an Inquiry approach.

*Our teachers will be highly skilled, our students will be engaged in a rich curriculum.*

#### Collaboration - Together

1. Create modern, flexible learning spaces which encourage staff and students to collaborate and learn from each other.
2. Utilise PACT to moderate student's achievement to develop a shared understanding of progress across the school.
3. Work together to bring our school vision and curriculum to life.

*Our environment and practise will reflect a sense of connectivity and cohesion.*

#### Culture - Stand Tall

1. Embed our PB4L practise school wide, based on our CHEER values.
2. Develop and embed a strong Te Reo Maori framework across the school.
3. Grow leadership & voice for our students and their families.

*Our culture will be inclusive with a strong focus on hauora and leadership.*

# Stand tall, fly high, together - Kia tū kaha, kia maia, kia rere ki te ao.



Initiatives	Measurement	Base line	Interim	End
1. Refine and share what effective teaching looks like at Boulcott School.	<ul style="list-style-type: none"> <li>Using the NAPE teaching matrix as a tool, measure the growth in teacher capability in Literacy and Numeracy.</li> </ul>	Self reflections on NAPE matrix	Improvements noted in individual NAPE matrix	All teachers progressing in at least 4 categories in Literacy
2. Create a Universal Design for Learning which caters for all children.	<ul style="list-style-type: none"> <li>Using Running Record/Reading age data tand LLLL stages</li> </ul>	To be gathered at beginning of 2021	Comparing LLL stages to Reading level expectations	
3. Build confidence and capability for staff and students with the Digital Technologies & Science Curriculum, through an Inquiry approach.	<ul style="list-style-type: none"> <li>Use a focus group of staff and students to measure the improvements in confidence, capability and frequency of teaching Digital Technology and Science.</li> </ul>	Initial survey administered in beginning of 2021		Growth in student and teacher survey results



1. Embed our PB4L practise school wide, based on our CHEER values.	<ul style="list-style-type: none"> <li>Using the SET (School-wide Evaluation Tool) to see an improvement in each category.</li> </ul>	Currently 2 out of 7 categories have 100%.	4 out of 7 categories have 100%	7 out of 7 categories have 100%
2. Develop a strong Te Reo Maori framework across the school.	<ul style="list-style-type: none"> <li>Using the teacher survey linked to Kura Ahurea programme, measure of progress of confidence and capability levels of teachers.</li> </ul>	To be defined in 2021		
3. Grow leadership & voice for our students and their families.	<ul style="list-style-type: none"> <li>Using NZCER Student Well-being tool to measure improvements in student leadership experiences over 3 years.</li> </ul>	Students have a say: 53% agree/strongly agree	10% increase from baseline	20% increase from baseline



1. Create modern, learning spaces which encourage staff and students to collaborate and learn from each other.	<ul style="list-style-type: none"> <li>Modernisation projects completed</li> </ul>			Senior School redevelopment complete
2. Utilise PACT to moderate student's achievement to develop a shared understanding of progress across the school	<ul style="list-style-type: none"> <li>Improvements in students achievement in reading, writing and maths.</li> </ul>	Student achievement data gather in 2020	5% improvement in all subjects	10% improvement from baseline
3. Working together to create a new vision and brand for our school which is shared and celebrated.	<ul style="list-style-type: none"> <li>Student focus group survey - to gather student voice.</li> </ul>	Survey to include measures on Vision, Values & Learning Assets		

# Roadmap

2021

2022

2023

## Strategic Goal

	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
	Professional Development in Writing: What does effective practise look like in Writing? (Murray Gadd)					Using NAPE matrix for teacher appraisal & coaching				Coherent Pathways used for Reporting to Parents			
	Professional Development for NE & Year 1 teachers on the Structured Literacy Programme				Professional Development for Year 2 teachers on the Structured Literacy Programme				Professional Development for Year 3 & 4 teachers on the Structured Literacy Programme				
		School wide spelling programme explored at SLT level		School wide spelling programme implemented									
	Digital Technologies integrated into planning		Science Professional Development: Phase 2 with Royal Society				Science focus for teacher appraisal						
	Third Year of Tier 1 PB4L: Lesson planning with PB4L focus. Reward system visible in school foyer. Restorative Practice focus				Moving to Tier 2 PB4L, continue Tier 1								
		Student & Teacher well being survey		Review Student Leadership programme		Student & Teacher well being survey			Student & Teacher well being survey				
		Whanau Hui				Professional Development for Board of Trustees: unpacking Ka Hikitia			Whanau Hui				
	Kura Ahurea: Year 2 (Te Reo Maori PD). Include Te Reo Maori focus in teacher appraisal					Consolidating Year 2 of Kura Ahurea							
	Modernisation work of Senior School. This will create 2 collaborative teaching and learning spaces across the school				Hall, corridor & entrance development to commence.								
	Include PACT writing reporting for student reporting + Board reporting					PACT Writing moderation			PACT Maths moderation				
	Signage & Re-branding commences: PB4L, CHEER values, Localised Curriculum, Vision & Logo				Rebranding & Signage launch								



## Initiative 1

Refine and share what effective teaching looks like at Boulcott School

Focus	Action	Led by	Level	Monitoring:	Success looks like?
Our Localised Curriculum	<ul style="list-style-type: none"> <li>Launch our localised curriculum to the wider community.</li> <li>Continuing to Embed our Learning Assets (linking to PB4L) into the classroom programmes (particularly Inquiry and Learning through Play.)</li> <li>Making explicit links Learning Assets in planning.</li> </ul>	Jo Lock	C	Term 3	<ul style="list-style-type: none"> <li>Teachers reflecting on literacy practise against NAPE model</li> <li>Focus group of Year 3 and Year 6 students measured against Coherent Pathways</li> <li>Learning Assets are visible in the classrooms. Students can articulate what they look like in their learning</li> </ul>
Improvement teacher practise in Writing	<ul style="list-style-type: none"> <li>Embedding our Effective Literacy Matrix into our appraisal systems</li> <li>Whole wide spelling programme, utilising the code</li> </ul>	Jo Lock Jodi Mitchell Karen Clements	C	All year	<ul style="list-style-type: none"> <li>Student achievement in writing is improved</li> <li>'The Code' is fully implemented in all classrooms across the school.</li> </ul>



## Initiative 2

Create a Universal Design for Learning which caters for all children.

Focus	Action	Led by	Level	Monitoring:	Success looks like?
Structured Literacy development	<ul style="list-style-type: none"> <li>Year 2 implementation of Structured Literacy approach</li> <li>Establishing buddy teacher system with Harakeke to support development</li> <li>Explore of the use of Ministry Decodable text in other areas of the school</li> </ul>	Karen Clements Jo Lock	C	All year \$4000	<ul style="list-style-type: none"> <li>Integrated practise in Year 1 and Year 2 classes.</li> <li>Improvement in student achievement in Reading in Junior School</li> </ul>
Learning Support school wide	<ul style="list-style-type: none"> <li>Literacy Support with primary focus within Kōwhai Team</li> <li>Teacher aide Structured Literacy support for Harakeke Team</li> </ul>	Jodi Mitchell Fiona Ranchod	C	All year	<ul style="list-style-type: none"> <li>Improvement in student achievement in Reading in Junior School</li> </ul>

## Initiative 3

Build confidence and capability for staff and students with the Digital Technologies & Science Curriculum, through an Inquiry approach.

Teaching &  
learning is  
student  
focused &  
future-focused

Fly High



Focus	Action	Led by	Level	Monitoring:	Success looks like?
Digital Technologies	<ul style="list-style-type: none"> <li>Bite size professional development</li> </ul>	Melissa Coton Corrina Rayson	C	Term 2-4	<ul style="list-style-type: none"> <li>Digital Technologies will be evident in all classroom programmes</li> </ul>
Science	<ul style="list-style-type: none"> <li>Professional Development for teachers on building capability in Science with Phase Two of Royal Society of Science</li> <li>How Science fits into the Inquiry model</li> </ul>	Melissa Coton	C	All year	<ul style="list-style-type: none"> <li>Regular science professional development sessions</li> <li>Increased student engagement in Science evident in classrooms</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Start exploring new Aotearoa Histories Curriculum and how this fits into our Inquiry model</li> <li>Linking to Kura Ahurea focus</li> </ul>	Lisa Hassell	C	Terms 3 & 4	<ul style="list-style-type: none"> <li>Classroom planning shows evidence of new Histories curriculum implementation</li> </ul>



# Initiative 1

Embed our PB4L practise school wide, based on our CHEER values

Focus	Action	Led by	Level	Monitoring:	Success looks like?
PB4L	<ul style="list-style-type: none"> <li>Core team maintain Tier 1 systems and practices, and record and use data</li> <li>Begin Tier 2 implementation for students with challenging behaviours or recurring minor behaviours (referral system)</li> <li>Key team members attend MOE workshops</li> <li>Teachers: problem solving in groups around managing challenging behaviours</li> <li>Introduce appropriate Tier 2 interventions e.g. Check &amp; Connect</li> </ul>	<p>Jodi Mitchell</p> <p>Karen Henry</p>	C	All year	<ul style="list-style-type: none"> <li>Core team attends relevant networking hui with other schools at similar stages and professional development opportunities offered by MOE</li> <li>Data is gathered (using technology on the spot), analysed and fed back to staff on a regular basis by core team</li> <li>PD will be with full staff, teaching staff and in teams</li> <li>Visible display and recognition of Cheer values will reinforce pro-social behaviours, student well-being and school culture</li> <li>Teachers will develop consistent approaches to preventing and responding to minor and major behaviours in the <i>classroom</i></li> <li>Progress will be reported to the BOT</li> </ul>



## Initiative 2

Develop a strong Te Reo Maori framework across the school

Focus	Action	Led by	Level	Monitoring:	Success looks like?
Kura Ahurea	<ul style="list-style-type: none"> <li>Review Phase one of our Kura Ahurea professional development programme.</li> <li>Weaving Kura Ahurea focus into term concepts</li> <li>Embedding protocols throughout the school - karakia, whakatauki</li> </ul>	Lucy Bould	C	All year	<ul style="list-style-type: none"> <li>Evidence of Te Reo Maori weaved through the curriculum</li> </ul>
Connecting with the Community	<ul style="list-style-type: none"> <li>Whanau hui and community consultation. An opportunity to gain feedback on how we can improve outcomes for our Maori students</li> </ul>	Jodi Mitchell Stu Devenport	L/G	All year	<ul style="list-style-type: none"> <li>Whanau consultation evening completed</li> <li>Report on Maori achievement shared</li> </ul>



# Initiative 3

Grow leadership & voice for our students and their families.

Focus	Action	Led by	Level	Monitoring:	Success looks like?
Student Voice	<ul style="list-style-type: none"> <li>• Provide further opportunity for student voice and leadership in planning and teaching.</li> <li>• Monitor feedback from student well-being survey.</li> </ul>	Jodi Mitchell, Jo Lock, Karen Clements Melissa Coton	<div style="background-color: #f08080; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">L</div>	All year	<ul style="list-style-type: none"> <li>• Improvement evident in NZCER well-being measure on student voice</li> <li>• Student Council and Year 6 leaders initiatives evident</li> </ul>



## Initiative 1

Create modern, flexible learning spaces which encourage staff and students to collaborate and learn from each other.

Focus	Action	Led by	Level	Monitoring:	Success looks like?
Classroom Modernisation	<ul style="list-style-type: none"> <li>• Kahikatea modernisation completed!</li> <li>• Exploring how this new environment can support learning and enhance collaboration.</li> </ul>	Stu Devenport	<div style="background-color: #2e7d32; color: white; text-align: center; padding: 5px; font-weight: bold;">G</div> <div style="background-color: #8bc34a; height: 20px; margin-top: 5px;"></div> <div style="background-color: #c8e6c9; height: 20px; margin-top: 5px;"></div>	Term 1 completion	<ul style="list-style-type: none"> <li>• Senior School projects completed.</li> </ul>



## Initiative 2

Utilise PACT to moderate student's achievement to develop a shared understanding of progress across the school

Focus	Action	Led by	Level	Monitoring:	Success looks like?
Moderating & Assessing Progress	<ul style="list-style-type: none"> <li>Continue to Embed the use of PACT for Writing for moderating and reporting student achievement.</li> <li>Focusing on aspect teaching</li> </ul>	Jo Lock Team Leaders	C	Term 2 & 4	<ul style="list-style-type: none"> <li>All students moderated using PACT</li> <li>Evidence of student achievement in Writing</li> </ul>
Junior School	<ul style="list-style-type: none"> <li>Develop a pre criteria for school entry students to monitor progress and achievement</li> </ul>	Karen Clements	L	Term 2	<ul style="list-style-type: none"> <li>School Entry criteria create for use in 2023</li> </ul>



## Initiative 3

Working together to create a new vision and brand for our school which is shared and celebrated.

Focus	Action	Led by	Level	Monitoring:	Success looks like?
Re-branding	<ul style="list-style-type: none"> <li>Continue the roll out of our new tohu. Weaving this into our PB4L focus and updating our House Group flags</li> </ul>	Stu Devenport Jodi Mitchell Jo Lock	L	Terms 2-4 \$2,000	<ul style="list-style-type: none"> <li>Consistent signage of CHEER values, key Curriculum content created</li> </ul>