

EPSOM NORMAL PRIMARY SCHOOL

STRATEGIC PLAN 2017 – 2019



EpsomNormal
—— primary school ——

Kia ngātahi ai te tu
E pakari ai te tuarā

Together we are strong

OUR SCHOOL

Epsom Normal Primary School is a large inner-city school located in Auckland, teaching students from Year 1 to Year 6. The school has a long history, celebrating the school's 125th Centenary in 2011.

As a Normal School ENPS serves as a modelling and practice school for student teachers from New Zealand Universities. As a learning community, we are committed to modelling excellence in our teaching approaches and working collaboratively with university staff to ensure that our programmes reflect the most innovative and up-to-date developments in educational research and practice.

OUR STUDENTS

Our roll by the end of each year is in the region of between 650 to 700 students. We have approximately 47 different ethnic groups within our school. Our multi-cultural groupings make us a strong, inclusive community. A large majority of our students are bilingual. We have a number of ESOL students in the school.

OUR COMMUNITY

Students, staff and the parent community value their own cultures and respect and value our diverse school cultures. Our community is actively involved in the life of the school, and work alongside ENPS staff to provide quality educational opportunities for its children. Our community respects the Maori indigenous culture of Aotearoa. Our community is inclusive and tolerant, acknowledging our school theme of 'Together We are Strong'.

The Board of Trustees and teaching staff consult with parents through holding an annual parent consultation week. Approximately 10-12 meetings are held with the various ethnic groups in the school and in year levels. The vision and values are discussed and are modified accordingly, and the parents have input into the learning topics for the following school year.

OUR VISION

At Epsom Normal Primary School students are:

Nurtured by Community (inclusive)

Inspired by Creativity (teaching)

Empowered by Strengths (learning)

To be responsible global citizens (making critical decisions to make a positive difference)

Nurtured by Community (inclusive)

We believe that children and staff at ENPS have a right to live and work within an inclusive and respectful school community. Such a community supports teachers to encourage children to develop a sense of belonging whilst acknowledging and valuing their diversity, uniqueness and creativity. We value and recognise each other's cultural heritage. We want all children to be the best that they can be by seeking to understand themselves and others whilst experiencing the support and unity of a caring, inclusive school community where everyone feels that they belong and can be successful.

ENPS programmes acknowledge the bi-cultural foundations of Aotearoa New Zealand and reflect the Treaty of Waitangi principles of Participation, Protection and Partnership. All students at ENPS have the opportunity to acquire knowledge of te reo Maori me ona tikanga.

Inspired by Creativity (teaching) and Motivated by Strengths (learning)

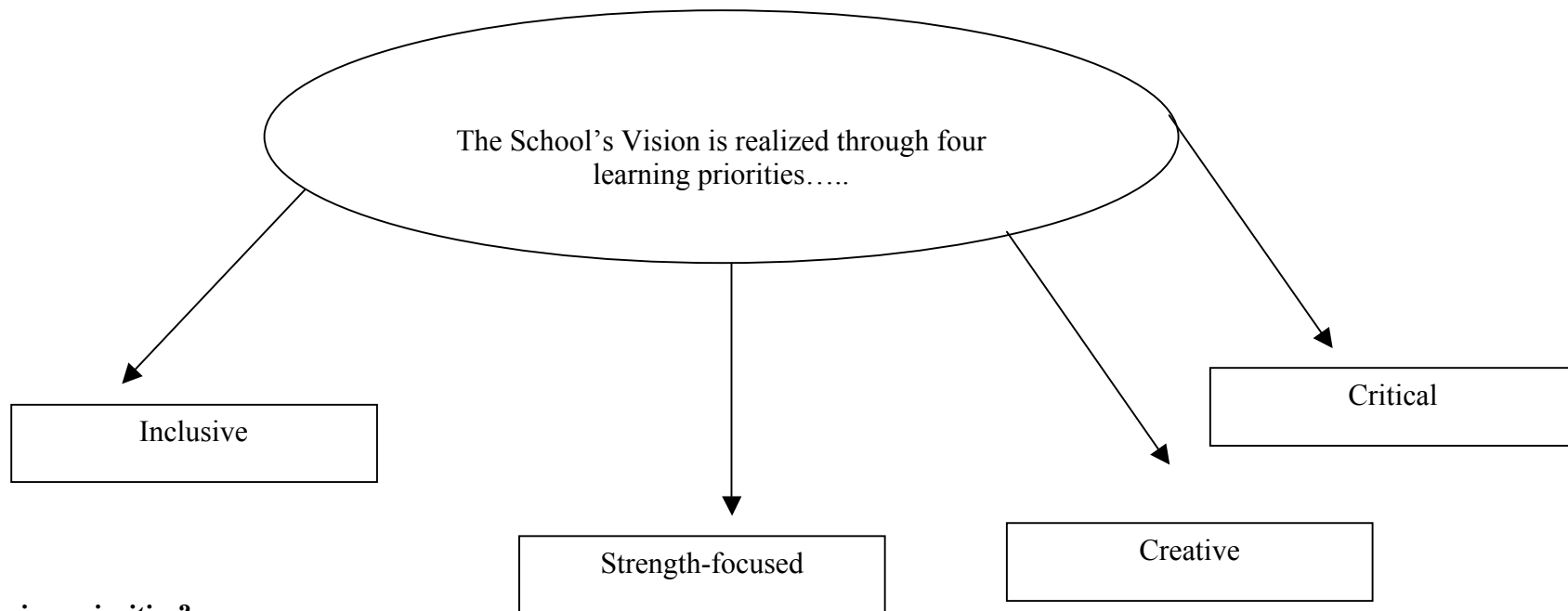
Our school's philosophy emphasises the importance of a strengths-based approach to teaching and learning. Through this approach children are motivated and empowered to work from a position of strength and self-belief, knowing that their contributions and creative ideas will be valued and respected. This encourages them to take responsibility for their own actions and choices and to explore themselves as learners.

We believe that all children have unique and often undiscovered strengths and abilities. Accordingly, our school curriculum is carefully planned to empower students to realise their innate potential and to become successful, creative self-motivated learners. Our objective is to promote a vibrant learning environment that enables children to creatively develop their individual dispositions and talents. Our teachers work to establish and sustain relationships within which, children feel valued and respected in a climate that encourages creativity, experimentation and innovation.

To be responsible global achievers (thinking critically to make a positive difference)

We believe that all our children can make a positive difference now and in the future. To do this they need to be able to critically examine the way that texts, which include symbols, oral story telling, surveys and visual displays, are socially constructed.

In describing our teachers, we use terms such as 'critical practitioners' and 'researchers' who research their own practice to make a positive impact on student achievement.



Why the learning priorities?

- Our learning priorities will realize our school vision and ensure all students achieve.
- From our comprehensive self-review programme, we have adapted our learning priorities in 2017 to further develop learning programmes that will enhance student achievement levels for all students. We have exceeding targets that stretch students, specific targets for particular gender groups and ethnic groups, and analyze and track our Maori and Pasifika students. These groups will be identified in our annual targets.
- Our school community knows that when we grow students' strengths and inspire them to be creative and critical, they will be highly motivated to learn and will achieve. They will also, by viewing the world through a critical lens, become responsible citizens, making a positive difference in the world.
- Our learning priorities are underpinned by prominent educational researchers. They are: Giles, Gibbs, Gilbert, Palmer, Bishop, Duncan-Andrade, Buckingham, Renzulli and Gardner.

Our Learning Priorities are further developed through focused strategy implementation.

ENPS STRATEGIC LEARNING PRIORITIES

INCLUSIVE, STRENGTH-FOCUSSED, CREATIVE, CRITICAL

(Underpinning research: Palmer, Giles, Gibbs, Gilbert, Bishop, Duncan-Andrade, Buckingham, Renzulli, Gardner)

2017	2018	2019
<p><i>Inclusive Learning Priority</i></p> <p><i>Shared Understandings of our Learning Model</i></p> <p>Continue to ensure the school's vision, values, learning mantra (Together we are strong) and whakatauki underpin the school's learning programmes</p> <p>Continue to develop teacher, student and community shared understandings of the school's learning philosophy so that it is embedded in practice</p> <p>Continue to embed the school's learning priorities into school practice (Inclusive, Strength-focused, The Creative, The Critical)</p> <p>Continue to establish a shared model for adult mentoring of student teachers</p> <p>All students afforded learning opportunities that meet their needs and develop their strengths in an inclusive learning environment that is emotionally and physically safe (Our values)</p> <hr/> <p><i>Student Voice</i></p> <p>Student Voice is utilised to improve student achievement, teaching programmes and school facilities and resources</p> <hr/> <p><i>Planning, Assessment & Implementation</i></p> <p>High quality planning, implementation, and assessment analysis to lift student achievement levels</p>	<p><i>Inclusive Learning Priority</i></p> <p><i>Shared Understandings of our Learning Model</i></p> <p>Continue to ensure the school's vision and values, learning mantra (Together we are strong), whakatauki underpin the schools learning programmes (NB this could change subject to 2018 vision, values and strategic review)</p> <p>Continue to develop teacher, student and community shared understandings of the school's learning philosophy so that it is embedded in practice</p> <p>Embed the school's learning priorities into school practice (Inclusive, Strength-focused, The Creative, The Critical) (NB this could change subject to 2018 vision, values and strategic review)</p> <p>Continue to establish a shared model for adult mentoring of student teachers</p> <p>All students are afforded learning opportunities that meet their needs and develop their strengths in an inclusive learning environment that is emotionally and physically safe (Our values)</p> <hr/> <p><i>Student Voice</i></p> <p>Student Voice is utilised to improve student achievement, teaching programmes and school facilities and resources</p> <hr/> <p><i>Planning, Assessment & Implementation</i></p> <p>High quality planning and implementation and assessment analysis to lift achievement levels</p>	<p><i>Inclusive Learning Priority</i></p> <p><i>Shared Understandings of our Learning Model</i></p> <p>Continue to ensure the school's vision and values, learning mantra, (Together we are strong), whakatauki underpin the schools learning programmes (NB this could change subject to 2018 vision, values and strategic review)</p> <p>Continue to develop teacher, student and community shared understandings of the school's learning philosophy so that it is embedded in practice</p> <p>Embed the school's learning priorities into school practice (Inclusive, Strength-focused, The Creative, The Critical) (NB this could change subject to 2018 vision, values and strategic review)</p> <p>Continue to establish a shared model for adult mentoring of student teachers</p> <p>All students are afforded learning opportunities that meet their needs and develop their strengths in an inclusive learning environment that is emotionally and physically safe (Our values)</p> <hr/> <p><i>Student Voice</i></p> <p>Student Voice is utilised to improve student achievement, teaching programmes and school facilities and resources</p> <hr/> <p><i>Planning, Assessment & Implementation</i></p> <p>High quality planning, implementation, and assessment analysis to lift student achievement levels</p>

Further lift student achievement across the school by utilising 2016 analysis of data to determine 2017 targets	Further lift student achievement across the school by utilising 2016 analysis of data to determine 2017 targets	Further lift student achievement across the school by utilising 2016 analysis of data to determine 2017 targets
Develop exceeding targets to stretch student achievement	Develop exceeding targets to stretch student achievement	Develop exceeding targets to stretch student achievement
Specifically analyse Maori and Pasifika achievement data, to continue to lift achievement levels and develop a planned programme of support if required	Specifically analyse Maori and Pasifika achievement data to continue to lift achievement levels and develop a planned programme of support if required	Specifically analyse Maori and Pasifika achievement data to continue to lift achievement levels and develop a planned programme of support if required
Identify students who are not meeting the standards and develop a planned programme of support	Identify students who are not meeting the standards and develop a planned programme of support	Identify students who are not meeting the standards and develop a planned programme of support
SEE ANNUAL ACHIEVEMENT TARGETS (Exceeding, National, Specific)	SEE ANNUAL ACHIEVEMENT TARGETS (Exceeding, National, Specific)	SEE ANNUAL ACHIEVEMENT TARGETS (Exceeding, National, Specific)
Identify students who are not engaged in learning and develop a planned programme of inspiration	Identify students who are not engaged in learning and develop a planned programme of inspiration	Identify students who are not engaged in learning and develop a planned programme of inspiration
<i>Moderation & Reporting</i>	<i>Moderation & Reporting</i>	<i>Moderation & Reporting</i>
Follow clear moderation processes including external moderation	Follow clear moderation processes including external moderation	Follow clear moderation processes including external moderation
Continue to strengthen 'learning dialogues' with students, teachers and parents	Continue to strengthen 'learning dialogues' with students, teachers and parents	Continue to strengthen 'learning dialogues' with students, teachers and parents
<i>English Language Learners</i>	<i>English Language Learners</i>	<i>English Language Learners</i>
ELLs students are provided with sound learning programmes of support	ELLs students are provided with sound learning programmes of support (in class and withdrawal)	ELLs students are provided with sound learning programmes of support (in-class and withdrawal)
Modify teaching ESOL programmes to better support ESOL learners.	Modify teaching ESOL programmes to better support ESOL learners.	Modify teaching ESOL programmes to better support ESOL learners.
<i>Bi-cultural heritage</i>	<i>Bi-cultural heritage</i>	<i>Bi-cultural heritage</i>
Students, staff and the parent community respect and value our bi-cultural heritage	Students, staff and the parent community respect and value our bi-cultural heritage	Students, staff and the parent community respect and value our bi-cultural heritage
Maintain links with the wider Maori community	Maintain links with the wider Maori community	Maintain links with the wider Maori community
Modify Te Reo and Tikanga Maori programmes in relation to student strengths and needs.	Modify Te Reo and Tikanga Maori programmes in relation to student strengths and needs.	Modify Te Reo and Tikanga Maori programmes in relation to student strengths and needs.

<p><i>Diverse Cultures</i></p> <p>Students, staff and parent community value their own cultures and respect and value our diverse school cultures</p> <p>International Student status in place</p>	<p><i>Diverse Cultures</i></p> <p>Students, staff and parent community value their own cultures and respect and value our diverse school cultures</p> <p>International Student status in place</p>	<p><i>Diverse Cultures</i></p> <p>Students, staff and parent community value their own cultures and respect and value our diverse school cultures</p> <p>International Student status in place</p>
<p><i>Community Participation and Consultation</i></p> <p>Actively engage and seek novel ways to involve the community in the life of the school e.g. Parent Consultation Week (Sector and Cultural Groups), School Productions</p> <p>Continue to actively engage with the Maori and Pasifika communities.</p>	<p><i>Community Participation and Consultation</i></p> <p>Actively engage and seek novel ways to involve the community in the life of the school e.g. Parent Consultation Week (Sector and Cultural Groups), Garden Party</p> <p>Continue to actively engage with the Maori and Pasifika communities.</p>	<p><i>Community Participation and Consultation</i></p> <p>Actively engage and seek novel ways to involve the community in the life of the school e.g. Parent Consultation Week (Sector and Cultural Groups), Art Exhibition</p> <p>Continue to actively engage with the Maori and Pasifika communities.</p>
<p><i>Property</i></p> <p>Continue to develop physical environments that are conducive to inclusive teaching and modern learning practices</p>	<p><i>Property</i></p> <p>Continue to develop physical environments that are conducive to inclusive teaching and modern learning practices</p>	<p><i>Property</i></p> <p>Maintain physical learning environments that are conducive to inclusive teaching practices</p>

<p><i>Strength-focused</i></p> <p><i>Talent Development</i></p> <p>Continue to develop all student strengths and talents through exploring rich learning contexts and teaching pedagogies</p> <p>Continue to share our knowledge of developing a strength focussed curriculum nationally and internationally</p> <p>Teachers throughout the school develop a team teaching model that impacts positively on student achievement</p>	<p><i>Strength-focussed</i></p> <p><i>Talent Development</i></p> <p>Continue to develop all student strengths and talents through exploring rich learning contexts and teaching pedagogies</p> <p>Continue to share our knowledge of developing a strength focussed curriculum nationally and internationally</p> <p>Teachers throughout the school develop a team teaching model that impacts positively on student achievement</p>	<p><i>Strength-focussed</i></p> <p><i>Talent Development</i></p> <p>Continue to develop all student strengths and talents through exploring rich learning contexts and teaching pedagogies</p> <p>Continue to share our knowledge of developing a strength focussed curriculum nationally and internationally</p> <p>Teachers throughout the school develop a team teaching model that impacts positively on student achievement</p>
<p><i>Strengthening Talent Across the Curriculum</i></p> <p>Specialised teaching provided for students in Writing Reading and Music</p> <p>Continue with opportunities for students to develop strength through belonging to various clubs (Science, Book, Club, Robotics)</p> <p>Strengthen student talent in drama, dance and art (Garden</p>	<p><i>Strengthening Talent Across the Curriculum</i></p> <p>Specialised teaching provided for students in Writing, Reading and Music</p> <p>Continue with opportunities for students to develop strength through belonging to various clubs (Science, Book Club, Robotics)</p> <p>Strengthen student talent in drama, dance and art (Art</p>	<p><i>Strengthening Talent Across the Curriculum</i></p> <p>Specialised teaching provided for students in Writing, Reading and Music</p> <p>Continue with opportunities for students to develop strength through belonging to the (Science, Book Club, Robotics)</p>

Party)	Exhibition, Artist in Residence)	Strengthen student talent in visual art (School Productions)
<p><i>Leadership development</i></p> <p>Realise the school vision through focused and innovative leadership, utilising selected external expertise (Giles, Gibbs, Interlead Consultants and selected conferences)</p> <p>Continue to utilise the strengths of the SLT and QCL group and emergent leaders</p>	<p><i>Leadership development</i></p> <p>Realise the school vision through focused and innovative leadership, utilising selected external expertise (Giles, Gibbs, Interlead, selected conferences)</p> <p>Continue to utilise the strengths of the SLT and QCL group and emergent leaders</p>	<p><i>Leadership development</i></p> <p>Realise the school vision through focused and innovative leadership, utilising selected external expertise (Giles, Gibbs, Interlead, selected conferences)</p> <p>Continue to utilise the strengths of the SLT and QCL group and emergent leaders</p>
<p><i>Appraisal</i></p> <p>Growing teachers professionally to impact positively on student learning (Impact projects and internal and external feedback)</p> <p>Impact projects (adult mentoring model)</p>	<p><i>Appraisal</i></p> <p>Growing teachers professionally to impact positively on student learning (Impact projects and internal and external feedback)</p> <p>Impact projects (adult mentoring model)</p>	<p><i>Appraisal</i></p> <p>Growing teachers professionally to impact positively on student learning (Impact projects and internal and external feedback)</p> <p>Impact projects (growing student strengths)</p>
<p><i>University partnership</i></p> <p>Explore initial education initiative with Auckland University</p> <p>Continue to strengthen relationships through providing reciprocal teacher/lecturing opportunities</p> <p>Work in partnership with Universities to develop leadership and education programmes</p> <p>On-going mentoring undertaken by Flinders University</p>	<p><i>University partnership</i></p> <p>Possible implementation of initial education initiative with Auckland University</p> <p>Continue to strengthen relationships through providing reciprocal teacher/lecturing opportunities</p> <p>Work in partnership with Auckland University and AUT University with the development and implementation of the Master of Learning and Teaching</p> <p>On-going mentoring undertaken by Flinders University</p>	<p><i>University partnership</i></p> <p>Modifications to programme of initial education initiative</p> <p>Continue to strengthen relationships through providing reciprocal teacher/lecturing opportunities.</p> <p>Work in partnership with Auckland University and AUT University with the development and the implementation of the Master of Learning and Teaching</p> <p>On-going mentoring undertaken by Flinders University</p>

<i>BEd /Graduate Students/Masters</i>	<i>BEd/Graduate Students/Masters</i>	<i>BEd/Graduate Students/Masters</i>
Provide high quality learning models for BEd, Graduate, MLT student teachers	Provide high quality learning models for BEd Graduate, MLT student teachers	Provide high quality learning models for BEd, Graduate, MLT student teachers
Continuation of an evolving ENPS adult mentoring model for student teachers	Continuation of an evolving ENPS adult mentoring model for student teachers	Continuation of an evolving ENPS adult mentoring model for student teachers
ENPS to be a leading model school both nationally and internationally in student teacher development	ENPS to be a leading model school both nationally and internationally in student teacher development	ENPS to be a leading model school both nationally and internationally in student teacher development

<i>The Creative and the Critical</i>	<i>The Creative and the Critical</i>	<i>The Creative and the Critical</i>
<i>Literacy</i>	<i>Literacy</i>	<i>Literacy</i>
Continue to enrich literacy programmes and develop confident student writers, through focused professional development for staff (external and internal)	Continue to enrich literacy programmes and develop confident student writers, through focused professional development (external and internal)	Continue to enrich literacy programmes and develop confident student writers, through focused professional development (external and internal)
<i>Science</i>	<i>Science</i>	<i>Science</i>
Continue to enrich Science programmes through focused professional development (internal and external)	Continue to enrich Science programmes through focused professional development (internal and external)	Continue to enrich Science programmes through focused professional development (internal and external)
<i>Mathematics</i>	<i>Mathematics</i>	<i>Mathematics</i>
Continue to enrich Mathematics programmes to stretch students' mathematical thinking through focused professional development for staff (internal and external)	Continue to enrich Mathematics programmes to stretch students mathematical thinking through focused professional development for staff (internal and external)	Continue to enrich Mathematics programmes to stretch students' mathematical thinking through focused professional development for staff (internal and external)
<i>Topic Design</i>	<i>Topic Design</i>	<i>Topic Design</i>
Students to continue to be highly engaged in investigative inquiries within our Topic programmes through creative curriculum design (feedback from parent expert groups)	Students to continue to be highly engaged in investigative inquiries within our Topic programmes through creative curriculum design (feedback from parent expert groups)	Students continue to be highly engaged in investigative inquiries within our Topic programmes through creative curriculum design (feedback fro parent expert groups)
<i>Health and Physical Education</i>	<i>Health and Physical Education</i>	<i>Health and Physical Education</i>
Continue to enrich Health and Physical Education programmes through focused professional development (internal)	Continue to enrich Health and Physical Education programmes through focused professional development (internal)	Continue to enrich Health and Physical Education programmes through focused professional development (internal)

<i>Resourcing priorities</i> Prioritize and implement sound resourcing priorities that will enhance learning /working environments	<i>Resourcing priorities</i> Prioritize and implement sound resourcing priorities that will enhance learning /working environments	<i>Resourcing priorities</i> Prioritize and implement sound resourcing priorities that will enhance learning /working environments
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<i>Self Review</i> Analyse achievement information to inform new programme planning (achievement targets, analysis of data). Selected areas for curriculum and NAG review (See Self-Review Schedule)	<i>Self Review</i> Analyse achievement information to inform new programme planning (achievement targets, analysis of data). Selected areas for curriculum and NAG review (See Self-Review Schedule)	<i>Self Review</i> Analyse achievement information to inform new programme planning (achievement targets, analysis of data). Selected areas for curriculum and NAG review (See Self-Review Schedule)
<i>Policy Implementation and Review</i> Maintain a sound policy base for all NAG areas and follow review schedule	<i>Policy Implementation and Review</i> Maintain a sound policy base for all NAG areas and follow review schedule	<i>Policy Implementation and Review</i> Maintain a sound policy base for all NAG areas and follow review schedule

The strategic priorities will be developed through annual plans.