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National AP/DP Association conference

Leading schools
into the future
through
effective strategic planning

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This session will look at:

- **How to use an evidence based approach to developing a strategic plan**
- **Ways of engaging staff students and community in its development**
- **How to use it to drive change in the school**

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Why do we have to have a strategic plan?

- **NAG 2 requires strategic planning and self review**
- **Legislative requirements**

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NAG 2:

Each BOT **with** the principal and teaching staff

is required to develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development.

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Education Standards Act (2001) - requirements for Charters

INTRODUCTION: *Who we are*
Vision, Values, Mission

STRATEGIC PLAN: *Where we want to be*
Aims, Directions, Goals, Priorities

ANNUAL PLAN: *How we will get there*
Targets, Objectives, Strategies, Actions

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Strategic planning. What is it?

Process by which an organisation **envisions** the future it desires

develops **actions** necessary to achieve it,

revising those actions where necessary in response to changes in the environment

*Unsuccessful schools do not
plan to fail, they fail to plan!*

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Strategic Planning

- Sets the direction for the school-looks ahead proactively
- Clarifies values, shared vision, guiding philosophy
- Manages change to the best advantage of the school
- Manages future risks
- Gives direction yet has flexibility to enable response to changed circumstances

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What do we base a strategic plan on?

Evidence

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Evidence

Any facts, circumstances or perceptions that can be used as an input for an analysis or decision

- how classes are compiled, how classes are allocated to teachers, test results, teachers' observations, attendance data, portfolios of work, student opinions ...

Data are one form of evidence



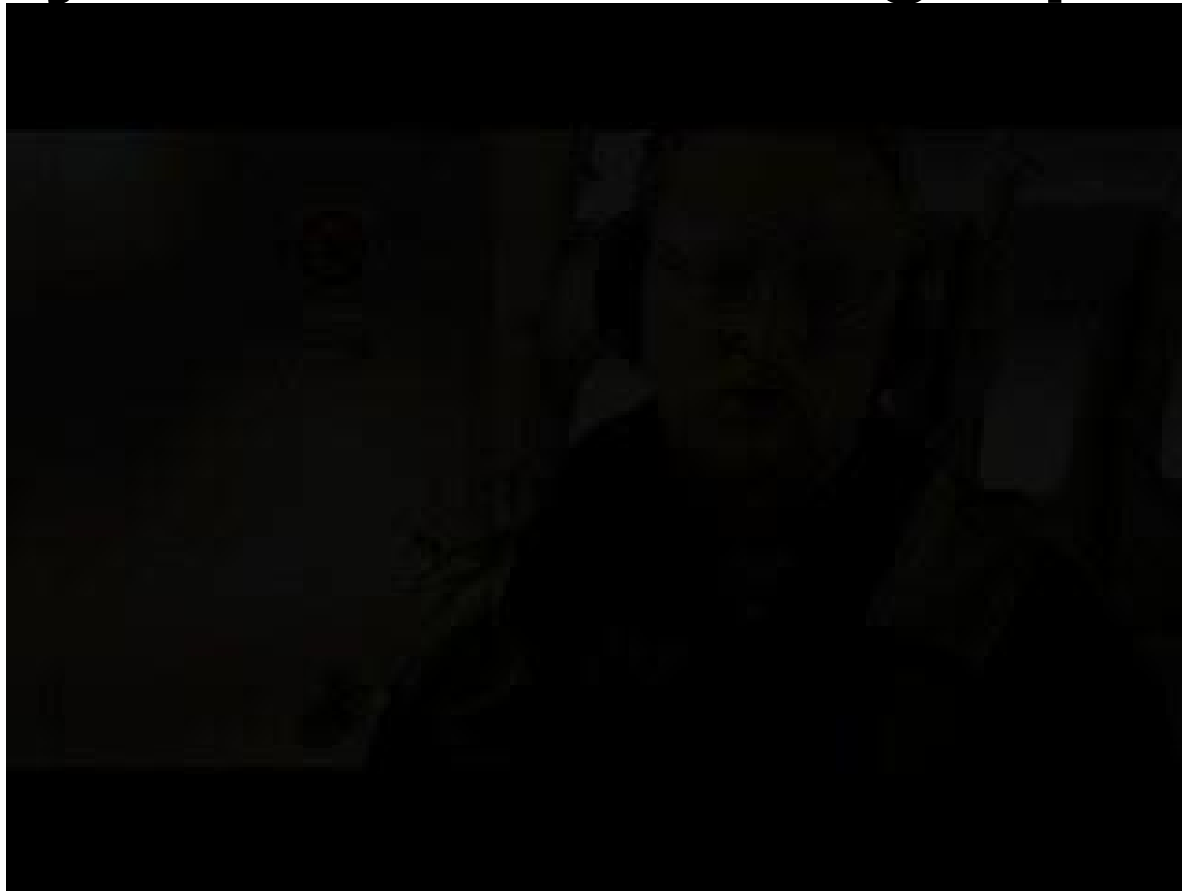


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Building a strategic plan during the year is like building a plane



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Developing strategic goals

Goals need to be built from material on hand - evidence informed

Ask questions and collect evidence from key stakeholders *see sheet*

- Board
- Staff
- Students
- Parents/whanau
- Contributing schools/preschools
- Agencies-MOE, ERO, NZQA

What sort of evidence is needed?

- Demographics
- Achievement
- Perception
- School systems
- Best practice/research

Demographic evidence

provides a profile of the school

School - decile, roll size, urban/rural, single sex or co-educational, teaching spaces ...

Students - ethnicity, gender, age, year level, attendance, lateness, suspension and other disciplinary data, previous school, part-time employment ...

Staff - gender, age, years of experience, qualifications, teaching areas, involvement in national curriculum and assessment, turnover rate ...

Parents/caregivers and community - socio-economic factors, breadth of school catchment, occupations

Student achievement evidence

What evidence do we have now about student achievement?

What other evidence could we collect?

Evidence about student achievement

National assessment results - NCEA, NZ Scholarship - details like credits above and below year levels, breadth of subjects entered

Standardised assessment results administered internally - PAT, STAR, asTTle

Other in-school assessments - most non-standardised but some, especially within departments will be consistent across classes - includes data from previous schools, primary/intermediate

Student work - work completion rates, internal assessment completion patterns, exercise books, notes, performance - these can provide useful supplementary evidence

Perceptions

What evidence do we have now about what students, staff and others think about the school?

Are there other potential sources?

Perceptions

Evidence about what students, staff, parents and the community think about the school

Self appraisal – student and staff perceptions of their own abilities, potential, achievements, attitudes

Formal and informal observations made by teachers - peer interactions, behaviour, attitudes, engagement, student-teacher relationships, learning styles, classroom dynamics

Structured interactions - records from student interviews, parent interviews, SWOT analysis, staff conferences on students

Externally generated reports - from ERO and NZQA (these contain data but also perceptions) School Smart data, NZCER surveys

Student voice - student surveys, student council submissions ...

Other informal sources – views about the school environment, staff and student morale, Board perceptions, conversations among teachers, ...

School systems

What evidence do we have about how our school is organised and operates?

School systems

Evidence about how our school is organised and operates

School processes - evidence and data about how your school is organised and operates, including:

Timetable –structure, period length, placement of breaks, subjects offered, student choices, tertiary and workforce factors, etc

Classes - how they are compiled, their characteristics, effect of timetable choices, etc

Resources - access to libraries, text books, ICT, special equipment, etc

Finance - how the school budget is allocated, how funds are used within departments, expenditure on professional development

Staffing - policies and procedures for employing staff, allocating responsibility, special roles, workload, subjects and classes

Other practice

How we can find out about what has worked in other schools?

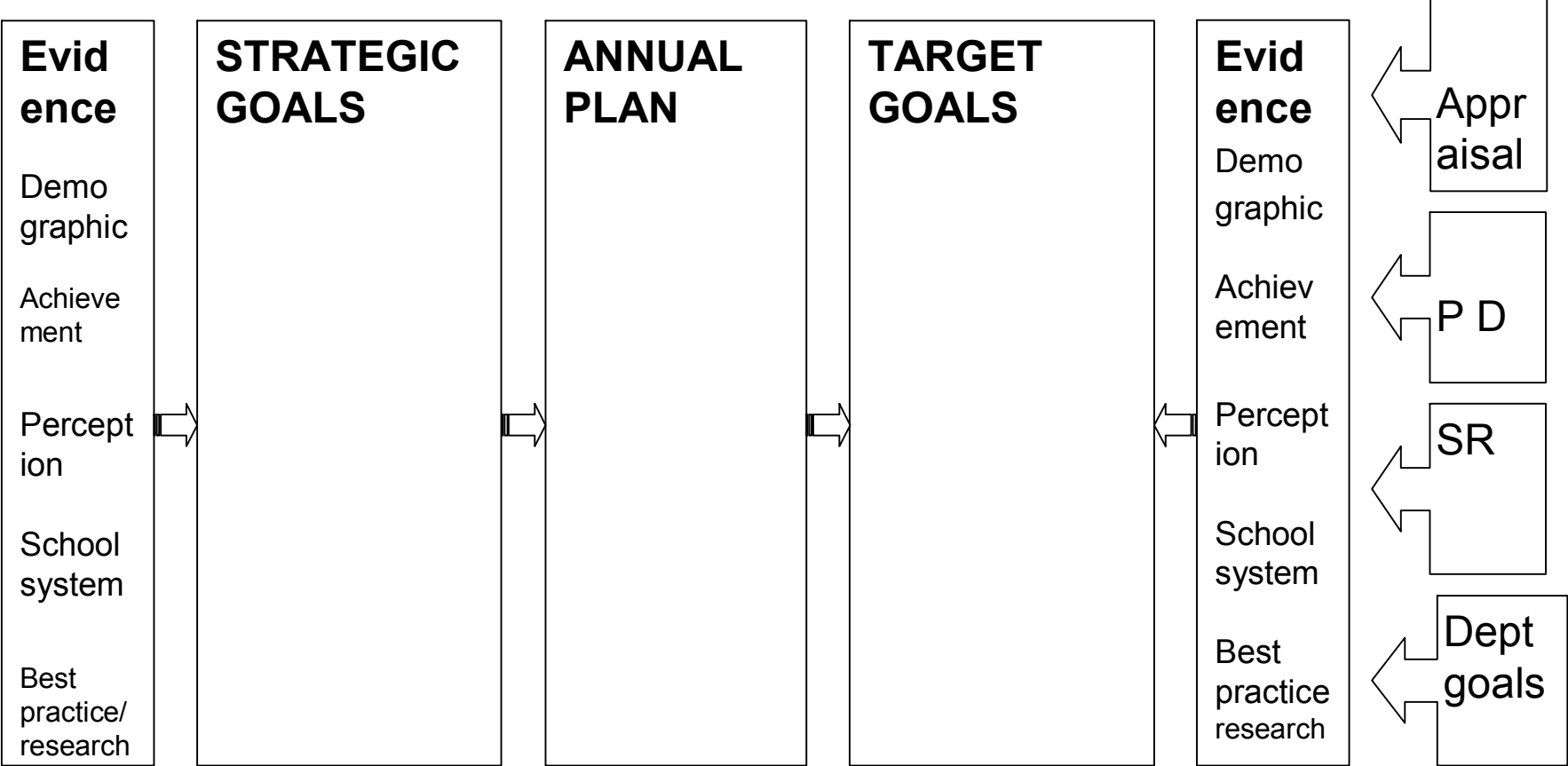
Documented research – university and other publications, Ministry of Education's Best Evidence Syntheses, NZCER, NZARE, overseas equivalents ...

Experiences of other schools – informal contacts, local clusters, advisory services, TKI, NZC on line, educational leaders site

Alignment

How do the following support your plan?

- **Appraisal**
- **Professional development**
- **Self review**
- **Department plans**





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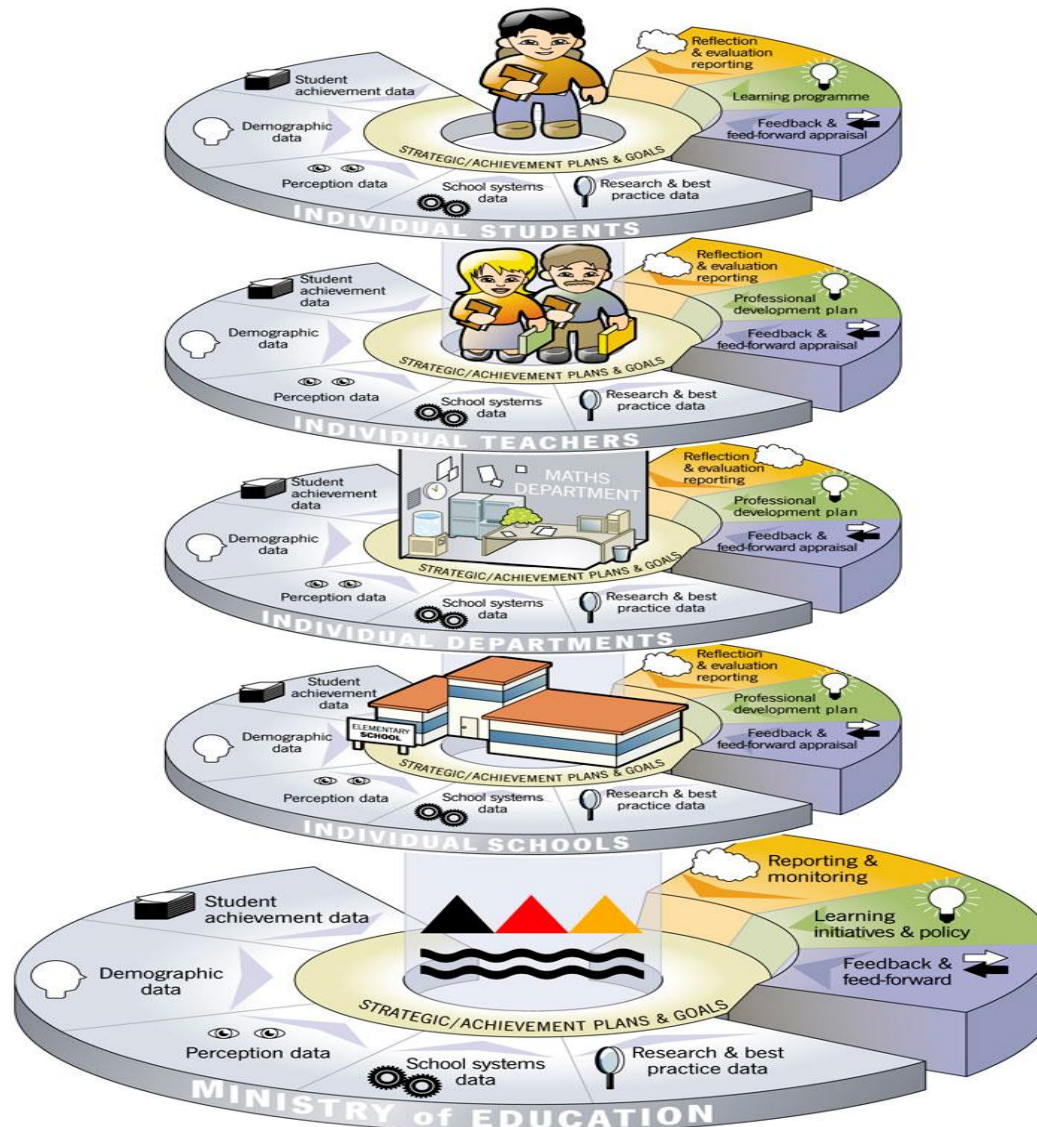
Now it's your turn to set goals based on evidence



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Goals throughout your school should all fit



Communication and engagement

How are:

- Students
- Staff
- Community

Engaged with the vision and plan?

Communication with community

Phone waiting message

Billboard

Doors-transfer

Foyer-posters

Web site

Email signatures

Screen in foyer rolling messages and pictures

Newsletters

Goal of the week

How do you use the strategic plan?

To inform all decision making and drive change

Does this align to our strategic plan?

What does our evidence look like?

What does our self review tell us?

What progress are we making?

What else do we need to work on this year?

Self review

Are we doing what we have to do?

Are we doing what we said we would do?

How well are we doing?

Are there better ways of doing things?

What can we learn from our experience?



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Will you be able to do this?



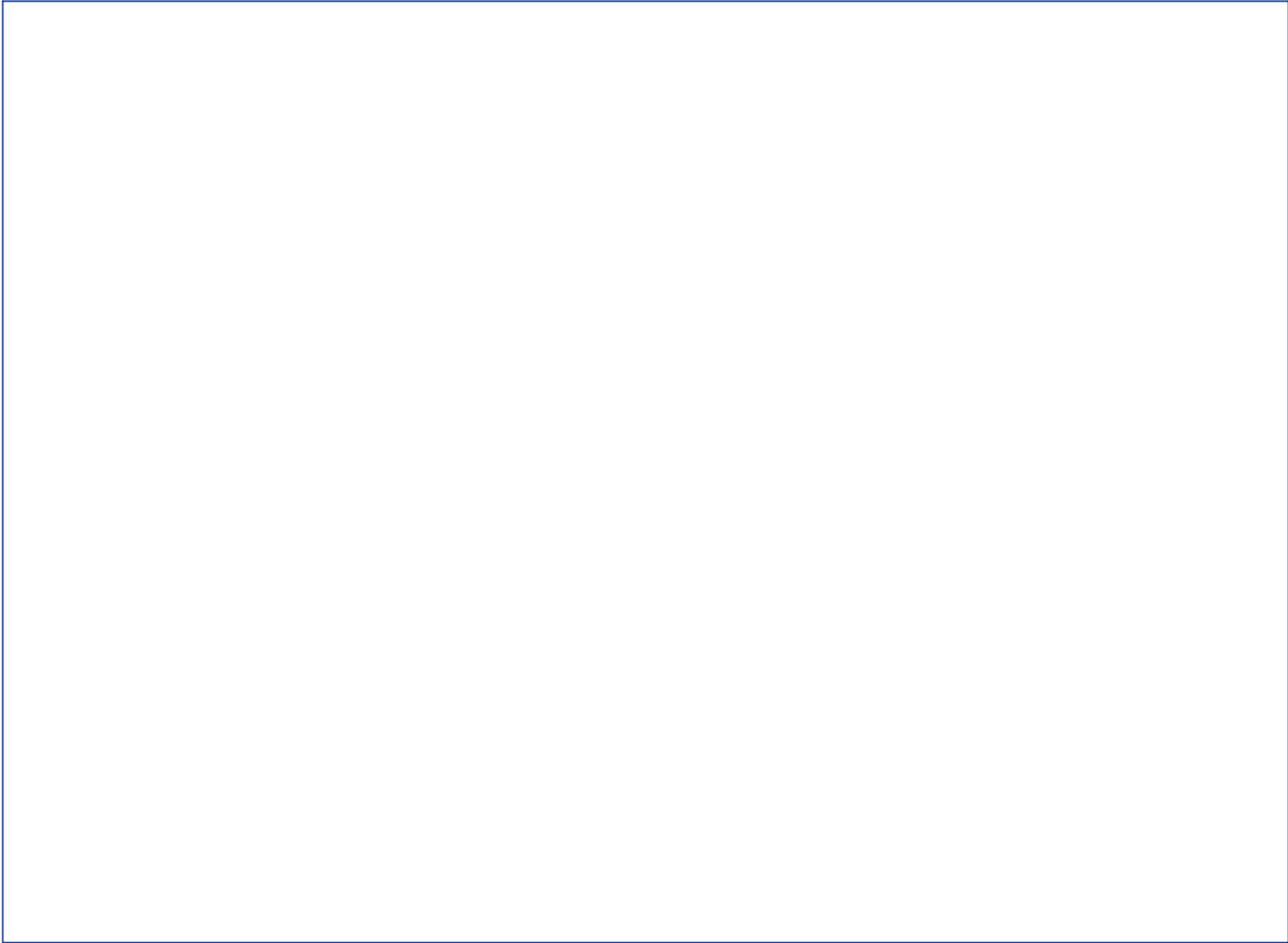
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