

BROWNS BAY SCHOOL

Building Leaders and Learners

CHARTER

Vision

Strategic Plan

Action Plan



1. Vision



Our Vision

THINGS WE VALUE

Respect / Manaakitanga
Personal Excellence / Tu Rangatira
Inquiring Minds / Whai Whakaaro
Taking Responsibility / Takohanga

COLLABORATION

We go further together

Our School Community (student / teacher / whanau) works together to achieve common goals.

RESPONSIVE & HOLISTIC TEACHING & LEARNING

We all do our best

Our teaching and learning programme is authentic, and every learner is able to achieve personal excellence, regardless of their background, abilities, strengths and experiences.

WELL-BEING / HAUORA

We are kind to ourselves and others.

Our focus is to build within ourselves and others positive holistic qualities and actions.



INCLUSION

We are one

Our learners are respected and appreciated as valued members of the BBS community.

LEARNER AGENCY

We own our learning

Our students have a genuine say in their learning and the power to take action in their learning: what they learn, how they learn, how they present their learning, and the actions they take as a result.

SMART SYSTEMS & ROUTINES

We work smarter not harder

Our commitment is to integrate digital technologies to maximise learning opportunities.

STRATEGIC GOALS

EFFORT BRINGS REWARD

KA PUTA TE HUA

Building Leaders and Learners

Students participating in our school environment are preparing for a future that is yet to be defined. In this ever changing world, the need is for a substantive change from 'old knowledge' to 'new knowledge'.

We need to prepare students to participate in, and contribute to, the future they will encounter. We will strive to provide optimal learning environments and opportunities to unlock the potential of our students and develop in them the capacity for lifelong learning.

To ensure our students are 21st Century learners, we have critically examined and developed what we do as a school, how we achieve our vision and what it looks like at all levels of the school.

Our learning is ongoing, a never-ending journey.

2. Strategic Principles

- The School vision and direction are the key touchstones for everything we do. All professional development, growth and progress strategies must align with the school vision
- As our most important resource is our people, recruiting and retaining high quality staff and investing resources in effective staff development is essential
- To seek or create opportunities for reflection on current practice and potential improvements
- To actively seek opportunities to develop leadership amongst staff at all levels
- To manage the school property efficiently and effectively to best meet the needs of the students and the school
- To manage financial resources effectively and efficiently to achieve the school goals and ensure a quality financial reporting process is in place to facilitate this
- To develop innovative learning environments and opportunities to unlock the potential of our students, and develop in them the capacity for life-long learning.
- To acknowledge that education of a child involves three key relationships - the child, the teachers and the family/whanau. All three must collaborate together to ensure learning occurs.
- To recognise and celebrate New Zealand's bi-cultural heritage and to ensure that where parents request instruction in tikanga Maori and te reo Maori, that this is provided within the resources available to the school. Where this resource is not available within the school, every endeavour will be made to assist in a suitable placement to meet this request.

3. Strategic Goals

1. To continue to promote across the community a shared vision for the school that is focused toward the future and based around the development, growth and continuous improvement.
2. To enhance student outcome across the school with accelerated learning for literacy and mathematics
3. To build increasingly effective teaching practices through further refining and extension of the school wide teaching as inquiry so that student engagement and accelerated learning is maximised for all learners
4. To effectively implement all aspects of the New Zealand Curriculum using a student centred inquiry approach
5. To further, develop the inclusive and supportive environment for all learners.

4. Things we Value

Respect / Manaakitanga



- Treat others how we would like to be treated
- Care for others, ourselves and the environment
- Acknowledge and value others points of view
- Appreciate that people come from different cultures with different beliefs

Personal Excellence / Tu Rangatira



- Be your best
- Have a 'can do' attitude
- Persevere to achieve your goals and challenges
- Be resilient



Inquiring Minds / Whai Whaakaro



- Explore new ideas
- Wonder and question
- Experiment, reflect and create
- Show critical, creative and innovative thinking

Taking Responsibility / Takohanga



- Take ownership of your own behaviour, belongings and your learning environment
- Make sensible choices
- Challenge yourself to become independent
- Work together co-operatively

5. NZ Curriculum

These are the New Zealand Curriculum Principles and Key Competency's that embody what is important in our school curriculum

We will consider the eight NZC Principles when we design and review our school curriculum plan and essence statements. There is an expectation that all Teams and individual teachers will create opportunities for each of the principles, wherever possible, to be explicit in the learning programmes through such things as the enduring understandings, the learning outcomes and the learning experiences undertaken to achieve those learning outcomes. It is important that we ask the question: Where are each of the principles reflected in our planning?

Principles

High Expectations

All learners are supported and empowered to achieve personal excellence across the curriculum

Treaty of Waitangi

Celebrate and embrace the Treaty of Waitangi and the bi-cultural foundations of Aotearoa; students have opportunities to acquire knowledge and understanding of Te Reo and Maori tikanga

Cultural Diversity

Recognise and embrace all the cultures, values and traditions of our school community

Inclusion

Ensure all learners are achieving success regardless of their background, abilities and experiences and that learning needs are addressed in a non-discriminatory way

Learning to Learn

All learners know how to learn, can reflect on their own learning and apply their knowledge and skills in new learning situations

Community Engagement

Learning is meaningful for all learners, connecting and fostering partnerships with their family, whanau and wider community

Coherence

Learning is seamless by making links within and between learning areas and provides for coherent transitions

Future Focus

Planning processes are meaningful in the students' worlds, both today and in the future

Key Competencies

New Zealand Curriculum has five key competencies: Managing Self, Relating to others, Participating and Contributing, Thinking, Using languages, symbols and text. Students need to be challenged and supported to strengthen these competencies over time in increasingly wide-ranging and complex contexts. The focus will be on self-assessment. Children need to think about, evaluate and communicate learning.

The KCs will be encouraged, modelled and explicitly learnt. The context or vehicle of teaching the KC's needs to have a process to achieve an outcome.

The school has descriptors for each of the KCs, as shown in our Values, but it is expected that these will be tailored to meet the needs of the students at any particular time. There will be Learning Outcomes linked to the KCs and these could be applied to individual students, groups of students or the whole class across all learning areas.

ANALYSIS OF VARIANCE 2021 - Literacy

School name: Browns Bay School

School number: 1237

Focus: Literacy: Reading and Writing

Strategic Aim:

To enhance student outcomes in Literacy across the school

To support the Mid Bays Kahui Ako goals as stated in the “Achievement Challenge Approach Plan and Memorandum of Agreement for the Mid Bays Kahui Ako” (July 2018) for Raising Student Achievement.

Annual Aim:

Staff development programme will be put in place, with the support of the English Curriculum Team focussing on the development of effective teaching skills in literacy

Staff and Team Meetings to monitor the progress and achievement of Radar students in Literacy. Radar students will be monitored on a regular basis and will have a goal of showing accelerated progress and / or more engagement in literacy over the year.

Target:

Radar students continue to have a positive engagement or have a more positive engagement towards reading / writing after the programme as measured by a survey / student voice

Radar students to demonstrate achievement and progress in Reading or Writing as measured by school assessments:

- Year 2 – 6 Running Records – Term 4 2020 to Term 4 2021
- Year 4 – 6 PAT Comp scaled Reading Score Reading Comp 2020 March to 2021 March

- Year 1 – 6 Writing levels – Term 4 2020 to Term 4 2021
- Year 4 – 6 PAT Punctuation and Vocab stanine 2021 March to 2022 March

Students who are worth investigating further in Reading and Writing are the Year 1 and 2 with the goal of reducing students in Below.

Students who are worth investigating further in Reading and Writing are from the ethnic group Other.

Baseline data: NZ Curriculum
Reading

2020 Browns Bay School	Ethnic Groups: At and Above		Gender: At and Above	
Well Below:	NZE:	78%	Boys:	74%
Below: 26.5%	Maori	82%	Girls:	73%
At: 54.1%	Pasifika	73%		
Above: 19.4%	Asian	76%		
	Other	60%		

Reading: 74%	2020				2019	
	ABOVE (%)	AT	ABOVE / AT	BELOW	AT/ABOVE	BELOW
Year 1:	15	31	45	54	65	35
Year 2:	3	66	69	31	72	28
Year 3:	18	50	68	32	79	21
Year 4:	22	57	80	20	83	17
Year 5:	24	65	88	12	89	11
Year 6:	33	57	90	10	94	6
School	19	54		26		

Writing

2020 Browns Bay School	Ethnic Groups: At and Above		Gender: At and Above	
Well Below:	NZE:	63%	Boys:	56%
Below: 40.5%	Maori:	46%	Girls:	63%
At: 50%	Pasifika:	73%		
Above 9.5%	Asian:	66%		
	Other:	42%		

Writing	2020				2019	
	ABOVE	AT	ABOVE / AT	BELOW	AT/ABOVE	BELOW
Year 1:	3	44	47	54	53	47
Year 2:	12	48	59	41	54	46
Year 3:	6	46	53	47	71	29
Year 4:	6	53	59	41	70	30
Year 5:	10	51	61	39	74	26
Year 6:	20	59	79	21	84	16
School	9	50		40		

Actions: What did we do?

APPROACHES FOR 2021 DEVELOPMENT

With an aim of moving as many students as possible from the 'under-achieving' to the 'achieving' bands, the school in each area will:

Literacy: Reading and Writing

To improve student achievement in Reading and Writing.

To identify every year 1-6 student at the beginning of 2021 who is in 'below' + 'well below' bands (from 2020 data)

- ✓ Implement the ideas from Sheena Cameron and Louise Dempsey (e.g. Shared reading, Guided Reading, Retelling in reading and writing)
- ✓ Teams will draft expectations for their Literacy level and share it with other teaching teams emphasising possible focus areas for planning and teaching (Staff time)
- ✓ Literacy progressions
 - reviewed for each year level to ensure the MOE Exemplar's are being used by each team to level and moderate writing;
 - used to identify gaps and areas or specific focus at each level.
 - to share these expectations with students as appropriate.
- ✓ Teams will review the Writing data of "at risk" students to determine children to target for accelerated growth.
- ✓ Teaching Inquiry
 - Continued PD with Sheena Cameron and Louise Dempsey
 - Staff identify one literacy practice goal; either reading or writing depending on the class needs.
 - Identify Radar students as part of their Team inquiry
 - Staff provided PD support
 - staff meetings for discussion on areas of literacy
 - webinar from Cameron / Dempsey
- ✓ Use the PAT Punctuation and Grammar Test to identify possible gaps in surface features at Year 4 to 6
- ✓ Use achievement data to identify Writing Intervention groups
- ✓ ESOL groups to incorporate Structured Literacy
- ✓ Strengthen moderation processes and keep progressive EOY writing sample for ALL students
- ✓ Literacy achievement and progress will be shared with the BOT

Learning Support (LS)

- ✓ Identify groups for intervention liaising with ESOL Team
- ✓ Provide intervention groups in Literacy
- ✓ Universal Design Learning (UDL) introduced and identified within current teaching practice.

What happened?

Reason for Variance: Why did it happen?

Evaluation: Where to next?