

Annual Plan 2019 – 2022 Overview

Goals	2019	2020	2021	2022
<p>Goal 1 To continue to promote across the community a shared vision for the school that is focused toward the future and based around development, growth and continuous improvement</p>	<p>Future developments: Roll Growth</p> <p>Community Engagement</p> <p>Ka Hikitia</p>	<p>Charter Review Process</p> <p>Roll Growth Project</p> <p>Community Engagement</p> <p>BBS School Shade, Planting and Environmental Sustainability Plan</p> <p>Ka Hikitia Action Plan</p> <p>Library</p>	<p>Roll Growth Project</p> <ul style="list-style-type: none"> • <p>Community of Learning / Kahui Ako</p> <ul style="list-style-type: none"> • Community Engagement <p>Ka Hikitia:</p> <ul style="list-style-type: none"> • BOT Maori Rep • Local History (TOD) • BBS kaupapa • BBS Art Plan <p>Schoolwide collaboration</p>	<p>Charter Review Process (NELP)</p> <ul style="list-style-type: none"> • Survey Community • NELP linked to BBS Strategic Goals • Develop three year Strategic Plan <p>Community links strengthened</p> <ul style="list-style-type: none"> • Kahui Ako • English Language Learners • Maori Whanau • FOTS <p>Ka Hikitia</p> <ul style="list-style-type: none"> • BOT Maori Rep • BBS Kaupapa • BBS Art Plan <p>Education Review Office</p> <p>Roll Growth Project</p>
<p>Goal 2: To enhance student outcomes across the school with accelerated learning for literacy and mathematics</p>	<p>Literacy (Reading)</p> <ul style="list-style-type: none"> • Plan for 2020 – 2021 <p>Literacy (Writing)</p> <ul style="list-style-type: none"> • Progressions reviewed <p>Mathematics</p> <ul style="list-style-type: none"> • Analysis of Variance Goal • Essence statement • AlIM program 	<p>Literacy (Reading)</p> <ul style="list-style-type: none"> • Analysis of Variance Goal <p>Mathematics</p> <p>Literacy (Writing)</p>	<p>Literacy (Reading)</p> <ul style="list-style-type: none"> • Analysis of Variance Goal • Essence Statement confirmed <p>Mathematics</p> <ul style="list-style-type: none"> • ALiM classroom programme • Problem Solving <p>Literacy (Writing)</p> <ul style="list-style-type: none"> • PD Plan for 2022 – 2023 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Analysis of Variance Goal • Year 1 to 3 • Know Your Learner - TOD • Recommendations from Kahui Ako Report <p>Recovery Learning</p> <ul style="list-style-type: none"> • Mathematics and Literacy • Learning Dispositions • Assessment timeline
<p>Goal 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 progress is maximised for all learners.</p>	<p>Pathways to Success (BBS Curriculum)</p> <ul style="list-style-type: none"> • Innovative Teaching Practice (TAI) • Pathways to Success Review • Learner Profile 	<p>Pathways to Success (BBS Curriculum)</p> <p>Student Assessment reviewed</p> <p>Collaborative Teaching</p> <p>Te Matai Y1- 3 refined</p>	<p>Pathways to Success (BBS Curriculum)</p> <ul style="list-style-type: none"> • Curriculum Design • Essence statements confirmed (TOD) <p>Collaborative Teaching</p> <ul style="list-style-type: none"> • Year 4 – 6 collaborative teaching in MLE <p>Te Matai Y1- 2 embedded</p> <p>Appraisal Process (TOD)</p> <p>Distance Learning</p>	<p>MLE Pedagogy Y4 - 6</p> <ul style="list-style-type: none"> • Develop Pedagogy statement • Develop Learning platform • Furniture /Transfer to New Build <p>PB4L Team</p> <ul style="list-style-type: none"> • PB4L Team training • Introduction to staff <p>Epidemic Planning</p> <ul style="list-style-type: none"> • CPF System • Distance Learning (Survey and Review)

Goals	2019	2020	2021	2022
Goal 4 To effectively implement all aspects of the New Zealand Curriculum using a student centred Inquiry learning approach.	e-Learning <ul style="list-style-type: none"> Review Strategic Plan Digital Technologies Curriculum ICT and Collaborative Classrooms 	Local Curriculum e-Learning	Local Curriculum (Kahui Ako ISL) <ul style="list-style-type: none"> Alternative Curriculum Map Update Inquiry Map STEM / STEAM e-Learning <ul style="list-style-type: none"> ICT and Collaborative Classrooms e.g Hapara Digital Technology <ul style="list-style-type: none"> PD and Implementation of DT Curriculum 	Local Curriculum (Kahui Ako ISL Team) <ul style="list-style-type: none"> Student Agency NZ History: Preparation for 2023 introduction <ul style="list-style-type: none"> Review documentation in staff meeting Pre-European history of NS (TOD) DELAYED
Goal 5 To further develop the inclusive and supportive environment for all learners	Wellbeing	Wellbeing ESOL (ASL) Learning Support Structure	Learning Support <ul style="list-style-type: none"> Universal Design Learning (TOD) PD for Teachers on specific concerns Te Rito platform WellBeing <ul style="list-style-type: none"> BBS Wellbeing statement Review "Values Programme" Equity <ul style="list-style-type: none"> BBS Equity statement ESOL <ul style="list-style-type: none"> Know Your Learner Structured Literacy 	Learning Support <ul style="list-style-type: none"> Challenging Behaviours within a Universal Design Learning framework - TOD WellBeing <ul style="list-style-type: none"> Action Items from 2021 Teacher Survey

Events:	Other Guiding Documents	Future Focuses: 2023 and beyond
<ul style="list-style-type: none"> First Accord day - Wednesday 2 February 	<ul style="list-style-type: none"> ICT 2019 - 2022 Plan: Infrastructure, Server platforms, Distance Learning 	<ul style="list-style-type: none"> Schoolwide Collaboration - School Houses, Names of Buildings
<ul style="list-style-type: none"> Second Accord day - Thursday 14 April 	<ul style="list-style-type: none"> Environment Plan 	<ul style="list-style-type: none"> Reporting to Parents - Digital platforms
<ul style="list-style-type: none"> Third Accord day - Thursday 23 June 	<ul style="list-style-type: none"> Library Plan 	<ul style="list-style-type: none"> Structured Literacy investigation
	<ul style="list-style-type: none"> SchoolDocs Reviews 	
	<ul style="list-style-type: none"> Professional Growth Cycle 	
	<ul style="list-style-type: none"> International Student Review 	

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Goal 1 To continue to promote across the community a shared vision for the school that is focused toward the future and based around development, growth and continuous improvement

Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
1.1 Charter Review Process (NELP) <ul style="list-style-type: none"> ● Survey Community ● NELP linked to BBS Strategic Goals ● Develop three year Strategic Plan 	From 1 January 2023, the new strategic planning and reporting framework will be introduced, and the NEG's and the NAG's will be removed. The new planning and reporting framework will require schools to show how they've reflected the NELP in their three-year strategic plans	<ul style="list-style-type: none"> ● Board reviews the NELP statements ● Board matches these to the existing BBS Strategic Goals to check on mismatches and/or connections. ● Board identifies the BBS activities that link to the NELPS e.g Whanau Meetings ● Board consult school community on what their goals are for students at school <ul style="list-style-type: none"> ○ Survey ○ Focus groups ● Board draft a Strategic Plan for January 1, 2023 	Board	Ongoing Term 2 Term 2 Term 3 Term 4	
1.2 Community links strengthened <ul style="list-style-type: none"> ● Community ● Kahui Ako ● English Language Learners ● FOTS ● Maori Whanau 	School will engage with community BBS supports the Kahui Ako English language Learners Group FOTS Maori Whanau	<ul style="list-style-type: none"> ● Teachers will know their students and cultural background through investigation of eTap Class summary and Data Sheets ● Teachers will identify student's ethnic background and include special events into class programme e.g White Sunday, Chinese language week, Matariki, Diwali ● Signage around school will be inclusive ● Parents will be informed of curriculum and pedagogical changes in Term 2 and 3 through Seminars ● Specific Parent evenings held for groups e.g. Maths for Chinese ● NE meetings in Term 2 and 4 ● Kahui Ako events will be shared with community ● Principal will attend the regular Kahui Ako ECE meetings ● Principal will liaise and build relationships between the Kahui Ako and ECE ● Principal will support the ECE Action Plan ● ISL and ASL Teams will meet regularly ● Discussions will be held with the ELL parents on the use and practicality of a communication. ● BOT member will help facilitate this group discussion. ● FOTS will meet regularly to achieve the goals of the Constitution ● Maori whanau will meet regularly to achieve Ka Hikitia goals 	ASL Teachers Property Leadership Team Leadership Team Principal ISL and ASL Principal Board / FOT Board / Maori Rep	Term 1 Term 1 Term 3 Term 2 and 3 Term 2 and 3 Ongoing Monthly Termly	
1.3 Ka Hikitia <ul style="list-style-type: none"> ● BOT Maori Rep ● BBS Kaupapa ● BBS Art Plan 	Maori whanau will provide input into the strategic direction of Maori students Develop a visual representation of tikanga Maori across the school Incorporate tikanga maori into the fabric of the school Staff will receive support for te reo pronunciation	<ul style="list-style-type: none"> ● Maori rep will be supported by the Maori whanau by attending the termly meetings ● Maori BOT rep will support the Maori whanau ● Maori whanau will meet regularly to discuss Maori achievement, organise the Te Ao Maori Day and support the actions of the Ka Hikitia plan ● Signage to represent Te Ao Maori ● Art design for new Build (entrance) and manifestations ● Art Plan across school ● Blessing of new build ● School motto / whakatauki ● Values in Maori te reo ● Names of our Year Groups 	Board / Maori Rep Board / Maori Rep	Termly	

1.4 ERO	To work alongside ERO in reviewing Browns Bay School	<ul style="list-style-type: none"> ● Review progress with ERO Officer ● Provide appropriate documentation to support ERO Review 	Board /Principal	Ongoing	
1.5 Roll Growth Project	<p>A MLE designed building of 12 classrooms will be built by mid 2022 to cater for Year 5 and 6 students.</p> <p>The community is kept informed of the development of the School Building</p>	<ul style="list-style-type: none"> ● Property Committee meet regularly with Building Consultants and MOE to ensure programme is completed ● Furniture Fit out is completed ● Transfer of students and Teachers ● Regular updates in newsletter with website blog ● Masterplan is displayed ● Community Evening to share / discuss rationale 	BOT Property Gp Teachers Gp Principal	Before Term 2	

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Goal 2: To enhance student outcome across the school with accelerated learning for literacy and mathematics

Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
2.1 Literacy English Language Learners <ul style="list-style-type: none"> ● Analysis of Variance Goal ● Year 1 to 3 ● Know Your Learner - TOD ● Recommendations from Kahui Ako Report 	A high functioning Literacy Team will be formed to review and revise Reading and Writing in order to ensure BBS teachers continue to deliver high quality literacy programmes. English Language Learner	<ul style="list-style-type: none"> ● Literacy Team is formed ● Team meet regularly <ul style="list-style-type: none"> ○ Survey of staff and discussion on how reading programmes are implemented ○ Review resources available to staff and identify gaps ● Reading levels and standardised testing achievement and progress data will be shared with the BOT and community ● Writing levels achievement and progress will be shared with the BOT ● Teachers review the MidBays Kahui Ako Literacy review 2021 ● ASL teacher works with Year 1 to 3 classes to develop ELL programme ● AoV focused on accelerated learning for ELL students in Year 1 to 3: ● Kāhui Ako Inquiry - School and Kāhui Ako Inquiry - Supporting class teachers in supporting their ELLs. Expand on the GROW inquiry done by the ESOL specialist group during 2019 based on 2018 needs/challenges and incorporate needs determined by the principals' meeting, classroom teachers, parents and students as surveyed. ● Provide ESOL PLD for the Year 4 team during term 2 and the Year 3 team during term 3 following the above cycle 	Jacky Year 1 - 3 teachers	Term 1 - 3	
2.2 Recovery Learning <ul style="list-style-type: none"> ● Mathematics and Literacy ● Learning Dispositions ● Assessment timeline 	A strategy will be developed to Recover the Learning in Mathematics and Literacy as a possible result of the recent Lockdowns	<ul style="list-style-type: none"> ● Early assessment in Term 1 to identify gaps ● TOD - professional support by consultants when available ● Focused teaching for each class after data analysis e.g ALiM groups or Writing groups or Reading groups depending on student needs in each class. ● Reading Recovery and Early Literacy Support Groups ● Focus on learning behaviours to reinforce expectations 	Teachers	Ongoing	

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Goal 3 To build increasingly effective teaching practises through further refining and extension of the school wide teaching as inquiry so that student engagement and accelerate progress is maximised for all learners.

Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
3.1 MLE Pedagogy Y4 - 6 <ul style="list-style-type: none"> ● Develop Pedagogy statement ● Develop Learning platform ● Furniture /Transfer to New Build 	Utilising the PDL funding the Year 4 to 6 Team will continue their Learning on a Collaborative Learning Inquiry with the aim to develop a BBS document on Flexible teaching in a MLE	<ul style="list-style-type: none"> ● The Year 4 to 6 Teams will work with Jo Robson on implementing the MLE Plan ● The Inquiry will investigate the practical application of collaborative practice in a specific curriculum area ● Year 4 to 6 teams will visit local schools to observe collaborative practice in action. ● Draft guideline on teaching principles in a Modern Learning Environment will be developed 	Jo Robson SLT Year 4-6 Team	Ongoing Term 3/4	
3.2 Positive Behaviour for Learning (PB4L) <ul style="list-style-type: none"> ● PB4L Team training ● Introduction to staff 	Develop a plan and timeline for the school wide roll out of PB4L	<ul style="list-style-type: none"> ● PLD team formed and attends training sessions throughout the year ● Collaboratively develop a BBS PB4L approach ● Introduce the concept, plan and timeline to staff 	Edwin - MOE SLT PB4L Team	Ongoing	
3.3 Epidemic Planning	Ensure the school is ready to shift pandemic levels if necessary	<ul style="list-style-type: none"> ● Distance Learning Guidelines are reviewed each term ● Survey community on distance Learning programme ● School resources are available for a move to Level 3 or 4 with Grids, Hard copy packs, Devices, Bubble groups - release available to prepare these areas ● Students are ready to move levels and shift to a digital environment e.g. Passwords, Grids practised, Zoom protocols understood, students know how to use accounts ● Guidelines on Parent Communication will include SeeSaw 	Principal Community Teachers IT group	Ongoing	

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Goal 4 To effectively implement all aspects of the New Zealand Curriculum using a student centred Inquiry learning approach.

Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
4.1 Local Curriculum <ul style="list-style-type: none"> • Student Agency 	The ISL Team will focus on developing Student Agency themes at Browns Bay School.	<ul style="list-style-type: none"> • Develop Hapara (Workspace) as a Learning Platform for an MLE environment. • Develop student Hapara skills from Year 4 to 6 • Further development of collaborative processes for teachers and students in an MLE and single cell class space • Supporting teachers to provide student choice options in an MLE 	ISL Team Jo Robson	Ongoing	
4.2 NZ History <ul style="list-style-type: none"> • Review documentation in staff meeting • Pre-European history of NS (TOD) 		Postponed			

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Goal 5 To further develop the inclusive and supportive environment for all learners

Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
5.1 Learning Support Structure <ul style="list-style-type: none"> Challenging Behaviours within a Universal Design Learning framework 	Learning Support Management is re-structured and staffed appropriately Classification and tracking of learning support students is stream-lined across the school and Kahui Ako	<ul style="list-style-type: none"> TOD "toolbox" for teachers and TA regarding challenging behaviours. Most of the challenging behaviours we see are linked to poor executive functions (EF). EF and the role it plays in different disorders like ADHD, ODD, ASD, Anxiety etc. and link it with practical strategies in class Review LS Management structure within the school Student tracking system linked to Te Rito Reading Recovery Teacher will incorporate groups in classes 			
5.2 Well Being <ul style="list-style-type: none"> Action Items from 2021 Teacher Survey 	Students and staff well-being is maintained through a planned approach. Students and teachers are surveyed to assess any developments in well-being and to review progress across the Kahui Ako	<ul style="list-style-type: none"> Wellbeing Principles are determined by staff and BOT 2021 Wellbeing @ school survey completed by Year 4 - 6 students, and staff is reviewed and trends identified 	SLT	Ongoing Term 3	