ANNUAL PLAN 2019 – 2022

2021

Annual Plan 2019 – 2022 Overview

Goals	2019	2020	2021	2022
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	Future developments: Roll Growth Community Engagement Ka Hikitia	Charter Review Process Roll Growth Project Community Engagement BBS School Shade, Planting and Environmental Sustainability Plan Ka Hikitia Action Plan Library	Roll Growth Project ● Stage 1 Build Community of Learning / Kahui Ako ● Community Engagement Ka Hikitia: ● BOT Maori Rep ● Local History (TOD) ● BBS kaupapa ● BBS Art Plan School-wide collaboration	Charter Review Process Roll Growth Project ● Stage 2 Build Community of Learning / Kahui Ako ● Community Engagement Ka Hikitia
Goal 2: To enhance student outcome across the school with accelerated learning for literacy and mathematics	Mathematics ● Achievement: A of V Literacy (Reading) ● Plan for 2020 – 2021 Literacy (Writing) ● Progressions reviewed Mathematics ● Essence statement ● AliM program ● Student Learning Progressions	Literacy (Reading) (A of V Goal) Mathematics Literacy (Writing)	Literacy (Reading) ● **A of V Goal** ● Essence Statement confirmed Mathematics ● ALiM classroom programme ● Problem Solving Literacy (Writing) ● **A of V Goal** ● PD Plan for 2022 – 2023	Literacy (Writing) ● A of V Goal 2022 ● PD Implementation Plan Literacy (Reading) ● Reading programme Mathematics ● AliM programme
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 accelerate progress is maximised for all learners.	Pathways to Success (BBS Curriculum) ● Innovative Teaching Practice (TAI) ● Pathways to Success Review ● Learner Profile	Pathways to Success (BBS Curriculum) Student Assessment reviewed Collaborative Teaching Te Matai Y1- 3 refined	Pathways to Success (BBS Curriculum) ● Curriculum Design ● Essence statements confirmed (TOD) Reporting to Parents (Investigate Digital Platform) Collaborative Teaching ● Year 4 – 6 collaborative teaching in MLT Te Matai Y1- 2 embedded Appraisal Process (TOD) Distance Learning	Pathways to Success (BBS Curriculum) ● MLE review Collaborative Teaching ● Y5 – 6 MLE Stage 1 ● Year 4 MLE Stage 2

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 ● Review Strategic Plan ● Digital Technologies Curriculum ● ICT and Collaborative Classrooms	Local Curriculum e-Learning	Local Curriculum (Kahui Ako ISL) ● Alternative Curriculum Map ● Update Inquiry Map ● STEM / STEAM e-Learning ● Google Shared Drives ● ICT and Collaborative Classrooms e.g Hapara Digital Technology ● PD and Implementation of DT Curriculum	Local Curriculum ● Kahui Ako support ● STEM / STEAM e-Learning ● Review Strategic Plan ● ICT and Collaborative Classrooms - Hapara & Seesaw
Goal 5 To further develop the inclusive and supportive environment for all learners	Wellbeing	Wellbeing ESOL (ASL) Learning Support Structure	Learning Support ● Universal Design Learning (TOD) ● PD for Teachers on specific concerns ● Te Rito platform Well-Being ● BBS Well-being statement ● Review "Values Programme" Equity ● BBS Equity statement ESOL ● Know Your Learner ● Structured Literacy	WellBeing ESOL ● ELLP Reporting

Events:
Term 1 Cultural Day
Term 3 Production
Call-Back Days
·   Term 1 Feb 4   UDL
CA Teacher Only Days
·   Term 1 Feb 5   Appraisal / Vision
·   Term 2 June 4   Local History / Collaboration
·   Term 3 Sept 3   Know your Learner
·   Term 4 Oct 26   ELLP And Reports

2021 ANNUAL PLAN						

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 Roll Growth Project	A MLE designed building of 12 classrooms will be built by 2022 to cater for Year 5 and 6 students. The community is kept informed of the development of the School Building	● Property Committee meet regularly with Building Consultants and MOE to ensure programme is completed ● Regular updates in newsletter with website blog ● Masterplan is displayed ● Design is shared with school community ● Community Evening to share / discuss rationale	BOT Property Gp Teachers Gp Principal	Ongoing	
1.2 Community Engagement (ASL)	Teachers will engage with community	● Teachers will know their students and cultural background ● Teachers will identify student's ethnic background and include special events into class programme e.g White Sunday, Maori language week, Chinese language week, Matariki ● Guidelines on Parent Communication will include SeeSaw ● Signage around school will be inclusive	Teachers Property	Ongoing Term 2	
	Parent evenings held twice a year on curriculum area	● Parents will be informed of curriculum and pedagogical changes in Term 2 and 3 through Seminars on Te Matai and Building Plan ● Specific Parent evenings held for groups e.g. Maths for Chinese ● NE meetings in Term 2 and 4	Principal AP (Y1-3)	Term 2 and 3	
	Maori whanau will provide input into the strategic direction of Maori students	● 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	Maori Rep	Termly	
	FOTS Team support the school	● FOTS will meet monthly with staff representatives to ensure the FOTS Constitutional goals are achieved	AP	Termly	
	BBS supports the Kahui Ako programme for community engagement	● Kahui Ako events will be shared with community			
	Principal will act as Support Principal for Kahui Ako as the ECE Representative	● 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	Principal	Termly	
	Develop a Parent Code of Conduct in line with Board, Staff and Student Codes	● Parent expectations, in consultation with stakeholders, are outlined in a concise document and made available online	SLT	Term 2	
	Community Survey Process	● Use "YABBLE" to survey our community ● Community survey targets specific areas over the Strategic Plan cycle e.g. New Build, Vision.	SLT	Term 2 and 3	
	Chinese Community Group	● Discussions will be held with the Chinese parents on the use and practicality of a Chinese Parent group. ● BOT member will help facilitate this group discussion.	BOT	Term 1	

1.3 Ka Hikitia Action Plan	Develop a visual representation of tikanga Maori across the school	- Signage to represent Te Ao Maori - Art design for new Build (entrance) and manifestations - Art Plan across school	Maori Whanau	Term 3 and 4	
	Incorporate tikanga maori into the fabric of the school	- Blessing of new site - School motto / whakatauki - Values with Maori te reo - Names of our Year Groups	Maori Whanau		
	Staff will understand Maori local history	TOD trip of local area		Term 2	
	Staff will receive support for te reo pronunciation	Staff Meeting			
1.4 Schoolwide Collaboration	As the school grows we endeavour to maintain a connection with students, teachers and whanau across all Year groups	Discussion on how to maintain the connection across the school with organisational structures established e.g Houses, Buddy Classes, Tuakana/teina	Leadership Team	Term 2	

2021 ANNUAL PLAN

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 Reading	A high functioning Literacy Team will be formed to review and revise Reading in order to ensure BBS teachers continue to deliver high quality reading programmes.	● Literacy Team is formed
		● Team meet regularly
		  ○ Survey of staff and discussion on how reading programmes are implemented
		  ○ Review resources available to staff and identify gaps
		  ○ Revision of the Literacy Essence statement regarding reading by Literacy Team
		  ○ Reading progressions reviewed for each year level
		● Teaching Inquiry
		  ○ PD on resource Sheena Cameron and Louise Dempsey "The Reading Book"
		  ○ Staff identify one reading teaching practice goal
		  ○ Identify Radar students as part of their individual inquiry
		  ○ Staff provided PD support with 3 staff meetings for discussion on areas of reading e.g. Reading recovery programme, running records, assessment tools, shared reading
		  ○ Staff share with PLG Groups their Inquiry at 3 staff meeting
		● Reading levels and standardised testing achievement and progress data will be shared with the BOT and community
			DP
			AP (Y1-3)
			
			DP
			
			Teachers / Principal
				Term 1
				Term 1
				
				Term 2 – 3
				
				June
				December	

2.2 Mathematics	A high functioning Mathematics Team will be formed to review and revise Maths in order to ensure BBS teachers continue to deliver high quality maths programmes.	● PLD with this team using Special Addition and attending Maths PD with reports back to staff at next available meeting ● Maths Progression for Year levels (as provided in Maths Drive) to be used to support Next Step assessments for students ● Further develop maths progressions into levels of the curriculum in a format similar to the Writing progressions to aid with next steps and OTJs. ● Collect, sort and collate maths equipment throughout the school and redistribute where needed. ● Continue AliM across school in Years 2 to 6 ● Maths stages and e-asTTle achievement and progress data will be shared with the BOT	Maths team		
2.3 Writing	A high functioning Literacy Team will be formed to review and revise Writing in order to ensure BBS teachers continue to deliver high quality writing programmes.	● Writing Essence statement refined ● Writing levels achievement and progress will be shared with the BOT ● To track students in Writing with a goal of identifying the specific skills students needed to form a programme for 2022 ● To be very clear about what expectation for each cohort actually looks like for writing to share these expectations with students as appropriate. This will be the revised writing benchmarks. ● Review assessment processes, especially the retaining of writing samples. ● Writing assessment booklets for each year level – access material, photocopied and complied into a book format ● Writing levels achievement and progress will be shared with the BOT			

	2021 ANNUAL PLAN				

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 accelerate progress is maximised for all learners.

Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
3.1 Pathways to Success	Pathways to Success document will ensure creative, collaborative and future focused learners for a variety of class environments	● TOD 2021 – review definitions and statements with staff ● Draft presented to stakeholders as a final review including focus group of parents ● Final copy presented ● Essence statements will be shared with all teachers for review ● On completion of review the Statements will be accepted	SLT	Term 1 Term 2 Term 2	
3.2 Student Assessment	Reporting to Parents is reviewed investigating different platforms and form of reports	● Review, with staff, the Assessment Booklet list of specific testing expected of students over the year. ● Incorporate the revised Learning Progressions into the Assessment Booklet ● Review, with staff, the processes in assessments ● TOD – Reporting to Parents ● Investigate the development of Digital Platforms for reporting to parents https://assessment.tki.org.nz/Reporting-to-parents-whanau/Report-time ● Review MOY and EOY Report ■ Values - split into MOY and EOY ■ AT Box necessary? ■ General comment box size	Jacky Peter SLT and TL	Term 1 / 2	
3.3 Collaborative Teaching Practices	Utilising the PDL funding the Year 5 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	● The Year 5 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 5 to 6 teams will visit local schools to observe collaborative practice in action. ● Kahui Ako schools will be invited to share their learning on collaborative practice. ● Draft guideline on teaching principles in a Modern Learning Environment will be developed	Jo Robson SLT Year 5-6 Team	Ongoing Term 3/4	
3.4 Te Matai	Te Matai will be refined	● Year 1 and 2 will review Te Matai on a regular basis - resources ● Te Matai will be shared with the school community. ● Impromptu walk throughs - termly - Rooms set up by 8.30 Monday - Thursday ● Individual teachers at Meet the teacher evening - powerpoint	Michelle and Tanya	Term 2 Term 4	
3.5 Appraisal Process	The Teacher Performance Management process will be reviewed and aligned with the Teaching Councils expectations	● Read and understand the Teaching Council directives ● Review current systems to ensure they comply with the Teaching Council guidelines ● New processes will be started in 2021	Teachers Principal	Term 1	
3.6 Distance Learning	Ensure the school is ready to shift pandemic levels if necessary	● Distance Learning Guidelines are reviewed each term ● 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 practiced, Zoom protocols understood, students know how to use accounts	Teachers	Term 1	

		2021 ANNUAL PLAN			

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	The ISL Team will focus on developing Local Curriculum themes at Browns Bay School through the teaching practice of STEM / STEAM	● Prepare and present a staff meeting that 　○ explains the concept of local curriculum, 　○ contains a unified definition of STEAM ● Prepare an alternative curriculum pathway to the Curriculum Map of even year and odd years for discussion with staff and students ● Update the BBS Inquiry Map	ISL Team Jo Robson	Ongoing Meet every 3 weeks	
4.2 eLearning	The learning with Digital Technologies (LwDT) Strategic Plan (draft) is finalised with the appropriate steps being taken in 2020 to achieve the areas noted	● Review the use of digital platforms and protocols around these platforms 　○ Seesaw 　○ GAFE ● Develop teachers' knowledge of the capabilities of GAFE/Hapara & Seesaw. ● Extend the use of Google Shared Drives across the school with teachers and administrators ● Ensure smooth transition of folders and permissions	Cherie & eLearning Team	Term 2	
4.3 Digital Curriculum	The elearning team will support the integrated implementation of the DT curriculum.	● eLearning Team support the implementation of the Digital Technologies Strategic Plan ● Staff meetings held in Term 2 and 3 on the Digital Curriculum. ● In class support and PD with teachers on practical ways to implement the DT curriculum. ● ICT Team write a statement in the Pathways to Success on the progressions and process for the teaching of the Digital Technologies Curriculum (i.e. Essence Statement)	Cherie & eLearning Team	Term 2 and 3	

	2021 ANNUAL PLAN				
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	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	● Review LS Management structure within the school ● Student tracking system linked to Te Rito ● Participate with Kahui Ako Learning Support group	AP (Learning Support)	Term 1 Term 3 Termly	
5.2 Well Being	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	● Wellbeing Pinciples are determined by staff and BOT ● 2020 Wellbeing @ school survey completed by Year 4 - 6 students, and staff is reviewed and trends identified ● Kia Kaha programme maintained for students ● Review Behaviour Management booklet with focus on "Bullying" statement	SLT Teachers ISL SLT	Term 3 Ongoing Term 2	
5.3 BOT Policy review	The BOT reviews specific policies to ensure students are supported in the school	● Food and Nutrition ● Privacy ● Equity	BOT Privacy Officer	Term 2 and 3	
5.4 ESOL	The growing number of ESOL students is catered for through appropriate staffing and interventions. ELL strategies are used in the classroom	● TOD – review ELLP processes and strategies for ELL ● ELLP scores are used to establish groups for ESOL ● ESOL students reading progress and achievement reviewed with the trial of a Structured Literacy approach in relevant ESOL groups and in Rm 28	Karen C Teachers Kate Mc	Term 2 Term 1 / 3 Term 1	