

BROWNS BAY SCHOOL

Building Leaders and Learners

CHARTER

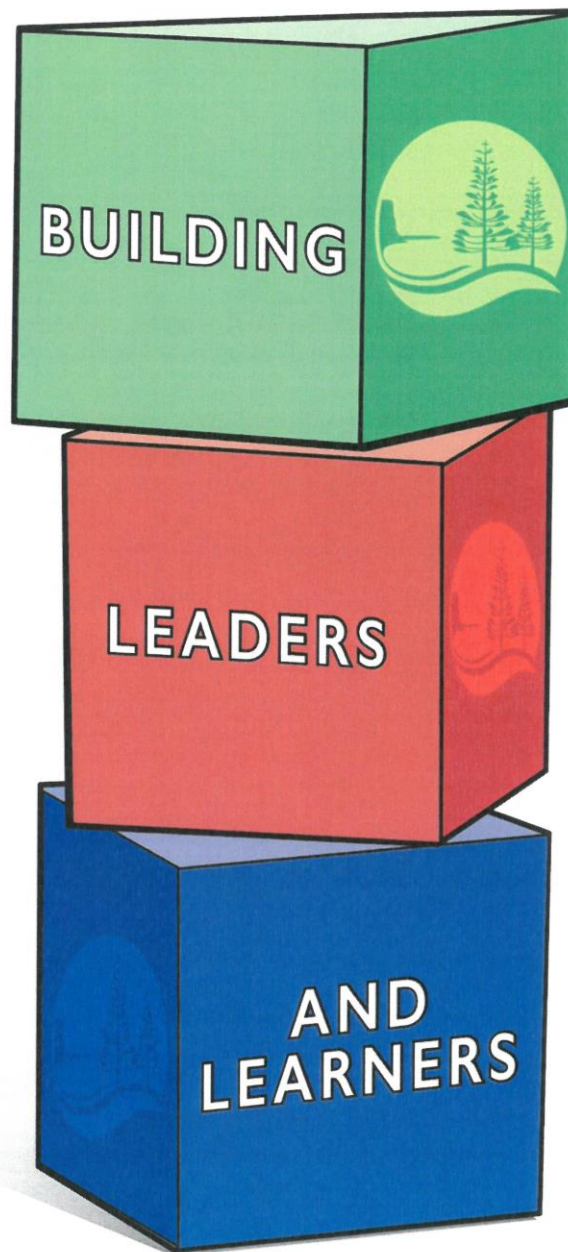
Vision

Strategic Plan

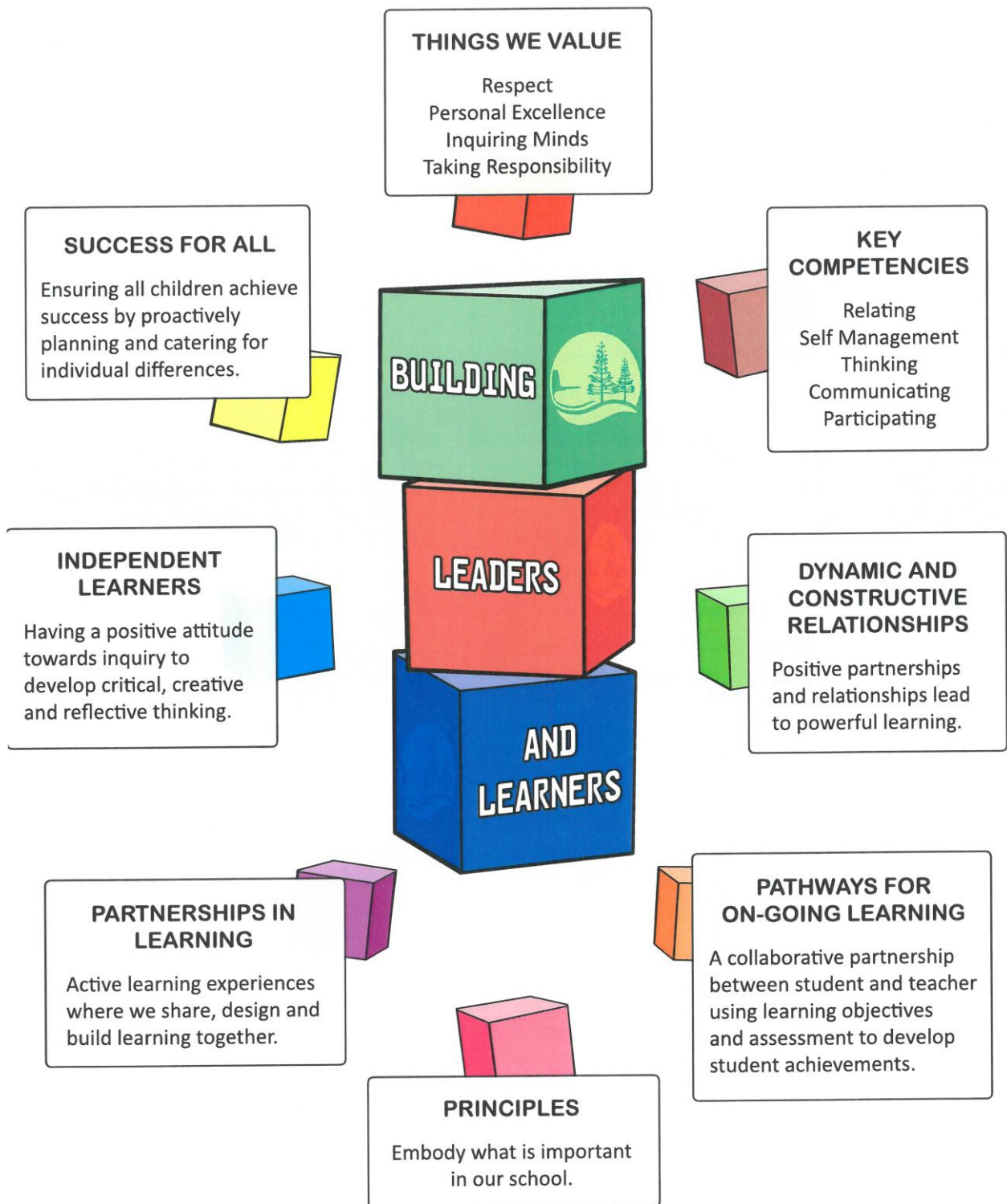
Action Plan



1. Our Vision



1. Our Vision



**EFFORT BRINGS REWARD
KA PUTA TE HUA**

2. Building Leaders and Learners

As a learning community we are optimistic and positive in our approach to learning. The focus is on improving student outcomes through on-going analysis of student data.

Our beliefs and values are challenged through professional dialogue, theories and research. Professional relationships are honest, supportive, collaborative and non-judgemental. We value and learn from each others' expertise.

Students participating in our 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.

Our learning is ongoing, a never-ending journey



3. Things we Value

- 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



Respect
Manaakitanga

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



Personal Excellence
Tu Rangatira

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

4. Principles

These are the principles which embody what is important in our school curriculum

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

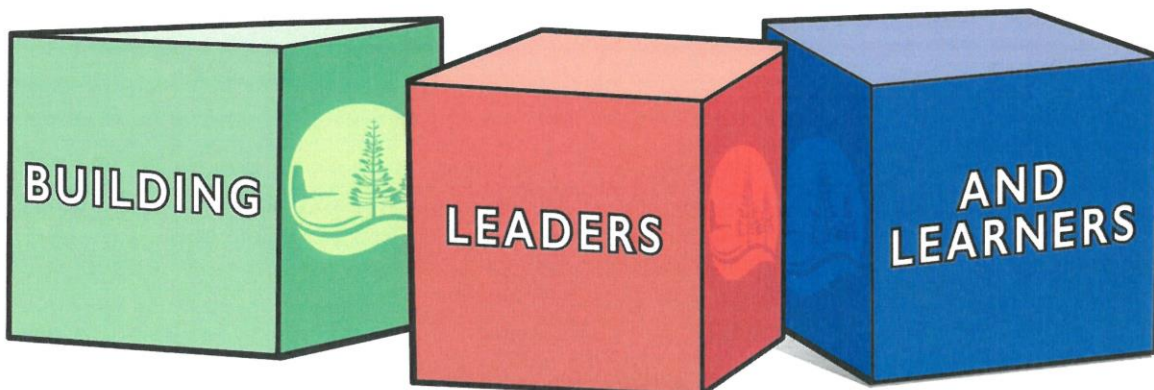
Learning is meaningful for all learners, connecting and fostering partnerships with their family, whanau and wider community

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



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.

Strategic Goals 2018 – 2020

1. To continue to promote a shared vision for the school that is focussed toward the future and based around development, growth and continuous improvement
2. To enhance student outcomes across the school for literacy and mathematics
3. Use student information to inform strategic decisions on the development of learning opportunities and resources
4. To continue to assess students in relation to National Standards requirements, to use this information to bring greater focus on raising achievement and report in relation to National Standards as required
5. To continually examine assessment practices and systems in the school and implement the required changes for improvement
6. To build increasingly effective teaching practices through further refining and extension of the school wide teaching as inquiry
7. To effectively implement all aspects of the New Zealand Curriculum
8. To further develop the inclusive and supportive environment for learners with special education needs
9. To maintain the school self - review programme
10. To contribute to the development of the Mid Bays Cluster Community of Learning / Kahui Ako to increase the achievement in our Priority Learners

STRATEGIC PLAN			
	2018	2019	2020
NAG 1 Student Learning	Pathways to Success (BBS Curriculum) <ul style="list-style-type: none"> • Innovative Teaching Practice (TAI) • Learner Profile Curriculum: Mathematics <ul style="list-style-type: none"> • Mathematics Action Plan (SpecialAddition) • Assessment Review Community of Learning / Kahui Ako <ul style="list-style-type: none"> • Maths (Progressions) • MidBay Review e-Learning <ul style="list-style-type: none"> • Google apps (in classroom) • iPad apps (Jnr) • BYOD - Year 4 • Review Strategic Plan • Digital Technologies Curriculum Ka Hikitia	Pathways to Success (BBS Curriculum) <ul style="list-style-type: none"> • Innovative Teaching Practice (TAI) • Essence Statements Curriculum <ul style="list-style-type: none"> • Topic • Reading Community of Learning / Kahui Ako <ul style="list-style-type: none"> • To be confirmed e-Learning <ul style="list-style-type: none"> • Google apps (in classroom) Environmental Education Ka Hikitia	Pathways to Success (BBS Curriculum) <ul style="list-style-type: none"> • Innovative Teaching Practice (TAI) • Essence Statements Curriculum <ul style="list-style-type: none"> • Topic • Reading Community of Learning / Kahui Ako <ul style="list-style-type: none"> • To be confirmed e-Learning <ul style="list-style-type: none"> • Google apps (in classroom) Ka Hikitia
NAG 2 Review NAG 2A Nat Stds	Hautu BOT Assurance Statement Community / Student Survey Health Survey MOE Reports	Hautu BOT Assurance Statement	Hautu BOT Assurance Statement Health Survey

STRATEGIC PLAN			
	2018	2019	2020
NAG 3 Personnel	Professional Development Performance Management Staffing review - BOT funded Sports Administration	Professional Development Performance Management / Coaching	Professional Development Performance Management / Coaching
NAG 4 Property & Finance	10 Year Property Plan Roll Growth Management: Capital School Development Plan Budget Review / Priorities	10 Year Property Plan Roll Growth Management: Capital School Development Plan	10 Year Property Plan Roll Growth Management: Capital School Development Plan
NAG 5 H and S	Health and Safety Committee Restraining Guidelines	Health and Safety Committee Review Health and Safety Procedures PB4L	Health and Safety Committee
NAG 6 Admin	Enrolment Zone review Cohort Entry	BOT Election	
NAG 7	Charter Review	Charter Review	Charter Review
NAG 8	Achievement and Progress Report	Achievement and Progress Report	Achievement and Progress Report

2018 ANNUAL PLAN NAG 1 - CURRICULUM

- Pathways to Success : Innovative Teaching Practice (TAI) / Learner Profile
- Mathematics (SpecialAddition)
- Assessment
- Community of Learning: Maths (Progressions)
- e-Learning
- Ka Hikitia

Action Required	Who	When	Resourcing	Goals	Expected Outcome
Pathways to Success How might we change our pedagogy for our learners, in order to build creative, collaborative and future focused learners? <ul style="list-style-type: none"> • Jo Robson: Learning in the 21st Century - <i>Who do we need to consider? Why do we need to consider it? How can we adapt? What can we investigate?</i> • Confirm the Team Inquiry: alignment to Vision and identify barriers • Confirm the Team Inquiry process (link to COL Process) • Teams complete Inquiry into an innovative teaching practice / pedagogical change. (2 year process) • Report back to staff 	All staff Team and Leadership COL	TOD Jan 24	Jo Robson	1	Teams will investigate innovative pedagogical / teaching practices and complete an inquiry into the viability of the practice. If appropriate link to "Our Change Process"(2017)
		Term 1	TOD Late Term 1 Late Term 2 Mid Term 3	2	
		Term 1-3		3	
				6	
	Leadership Team			7	The Leadership Team will consult with stakeholders and develop a Learner Profile for Year 6 students.
				8	
Learner Profiles: What do we want our learners to be able to have when they leave BBS? <ul style="list-style-type: none"> • Learner Profile introduction linked to Values or Motto or Vision • Learner profile developed 	Leadership Team	TOD Term 3 Term 3	Jo Robson		
		Term 2	Jan Hill - 2 days		The Vision section of Charter is aligned with our Strategic Goal of Innovative Teaching Practice
Review the Pathways to Success document <ul style="list-style-type: none"> • Using the review notes from 2017 evaluate the gaps in our Vision Statement– What we are actually doing and not doing? What has changed? What is missing? • Present the changed documents to stakeholders. 					

Action Required	Who	When	Resourcing	Goals	Expected Outcome
Mathematics <ul style="list-style-type: none"> The Maths Review of 2017 will provide an Action Plan for the professional development of the teaching of Maths with focus on adopting an ALim approach across school. Other areas are <ul style="list-style-type: none"> Review student voice survey Review connections between tasks and feedback Algebra focus Parent workshops Extension Maths Intergrate strand with Number Talk Moves is embedded into the Maths Teaching Programme with continued support for staff Maths Resources are stored in an appropriate part of the school 	Maths Team Marie Hirst - SpecialAddition	Term 1 - 2		1 2 3 6 7 8	The Maths Review forms the basis of professional training for teachers in Mathematics
School Achievement Target <ul style="list-style-type: none"> School Achievement are established in consultation with staff in Mathematics Staff will monitor the targets in Team Meetings and track the progress of the student using specific tracking sheets Staff Meeting and Professional Development support will be available in Mathematics 	Staff	Term 1 - 4		2 3 6 7	School Achievement targets are reported to the community. The targets will be focused on Mathematics
Assessment <ul style="list-style-type: none"> Review School Assessment Guidelines with all Teams providing detailed information on their assessment needs Determine achievement levels for students in each Year group. Reconfigure the School Assessment Guidelines and School Reports Parent Meetings / Information on any variation to the reporting to parents process Determine the specific Schoolwide Assessment tasks that will be used to form BOT reports and appropriate levels of achievement for Year Groups 	SLT	Term 1		4 5 9	The Assessment Guidelines are reviewed with changes to reporting to parents communicated to all stakeholders.

Action Required	Who	When	Resourcing	Goals	Expected Outcome
Kahui Ako / Community of Learning: <ul style="list-style-type: none"> In School Leaders will work with the Maths Team on providing sequenced Year 1 to 6 Mathematics Progressions Innovative Teaching Practices Inquiry will be supported by ISL through linking Teams to other local schools Principal will support the Review of Mid Bays Achievement Goals with the MidBays Cluster 	In-School Leaders Principal			2 3 6 10	The Kahui Ako leaders will participate in the professional development of our teachers and provide a link to other schools in the cluster for our staff learning. BBS will have a voice in the direction of the Kahui Ako
eLearning <ul style="list-style-type: none"> Review the Strategic Plan - Investigate the implementation of Digital Technologies Curriculum Introduce BYOD to Year 4 classes Develop the use of iPad apps in the classrooms Increase use of GAFE with a paperless approach to classrooms in Year 4 to 6 e.g. Team Drives, Shared Folder, Shared documents (resolve Sharing issues) 	ICT Team	Term 1 Term 1 All year All year		1 7 9	ICT will continue to be a strong part of our school programme with the extension of the BYOD concept, a wider range of applications for our Juniors and increase use of the GAFE.
Ka Hikitia <ul style="list-style-type: none"> Staff training in Te Reo Whanau meetings on a termly basis Kapa Haka group release time allocated to staff member Involve the Maori whanau in a Te Ao Maori Day 		All year Term 1 - 4 All year		7	Maori whanau form a vital connection to Browns Bay School. The meetings allow for Whanau voice to support maori learning as maori.

2018 ANNUAL PLAN NAG 2 / 2A – DOCUMENTATION AND REVIEW

- Hautu
- BOT Assurance Statement
- Community / Student Survey
- Health Survey
- MOE Reports

Action Required	Who	When	Resourcing	Goals	Expected Outcome
Hautu <ul style="list-style-type: none"> The Hautu Plan is reviewed and the BOT set goals for the continued implementation of a Maori perspective in BOT governance. 	BOT	Term 1		1	The BOT continues to review its processes with a Maori perspective
BOT Assurance Statement <ul style="list-style-type: none"> Analyse the results of this self-review and make recommendations for future development. BOT training in self -review is undertaken 	BOT Chair	Term 2		1 9	The Board are able to review their performance in a constructive and professional manner. This data will be able to support the BOT in future developments.
Community Survey <ul style="list-style-type: none"> Review and adapt 2015 survey Survey and analysis of survey completed Strategic Plan reviewed Staff and Student Survey <ul style="list-style-type: none"> Wellbeing @ school survey completed by Year 5 - 6 students, and staff Analysis of survey completed Strategic Plan reviewed 	Principal	Term 2 Term 2		3 7 9	Parent and Student Voice informs the BOT for strategic direction. The Wellbeing survey gives the school base line data on student voice from our Year 5 - 6 students. This anonymous survey gives students and staff a safe forum to share their views about school life.
Health Survey <ul style="list-style-type: none"> Analyse the results of this self-review and make recommendations for Health curriculum 	Principal	Term 2		9	The Health Survey will guide the BOT in the teaching of Health studies at Browns Bay School.
MOE Reports <ul style="list-style-type: none"> Achievement report provided to MOE based on Achievement Targets 	Principal	Term 2		3 4 9	Achievement Results will be reported to the community

2018 ANNUAL PLAN NAG 3 – PERSONNEL

- Professional Development
- Performance Management
- Staffing review - BOT funded
- Sports Administration

Action Required	Who	When	Resourcing	Goals	Expected Outcome
Professional Development <ul style="list-style-type: none"> • Provision for various PD programmes • TOD: <ul style="list-style-type: none"> ○ Understanding Behaviour, Responding Safely (MOE) ○ Ignition for Innovative Teaching Practice (J Robson) • Innovative Teaching Practice (J Robson) • Mathematics (M Hirst - SpecialAddition) • Building Leaders and Learners (Jan Hill) 	DP	Term 1 Term 1 Term 1-3 Term 1-2 Term 1-3	Prof. Dev budget	1 2 6 7	Teacher practice is developed across the school and individually for optimum student achievement.
Performance Management <ul style="list-style-type: none"> • Our Code / Our Standards booklet reviewed with staff • Maintain Appraisal Connector for the storage of TRC and Appraisal information 	SLT	Term 1 - 4	Appraisal budget	1 5 6 9	Appraisal Connector allows staff to store Appraisal information and link reflections to TRC
Staffing review <ul style="list-style-type: none"> • Review of BOT funded staffing for 2019 	Principal	Term 2		9	The BOT funded staffing is used for the best benefit of students
Sports Administration <ul style="list-style-type: none"> • Variation of hours to ensure support is targeted towards all sports - more hours in Term 1 • Support given across all sports • Clear procedures and processes for sports 	Sport Leaders	Term 1		9	Sports administration processes and procedures are clear and available to all participants. All sports have support from the Sports Administrator.

2018 ANNUAL PLAN NAG 4 – PROPERTY/FINANCE

- 10 Year Property Plan
- Roll Growth Management: Capital
- School Development Plan
- Budget Review / Priorities

Action Required	Who	When	Resourcing	Goals	Expected Outcome
Property Expenditure <ul style="list-style-type: none"> • Action the new 10 YPP Projects 2018 <ul style="list-style-type: none"> ◦ Skylights/Flashing/Roof/ Wall R7 • Cyclical Maintenance <ul style="list-style-type: none"> ◦ School sections re-painted ◦ Pool repainted • Capital Expenditure e.g. <ul style="list-style-type: none"> ◦ Fence on Browns Bay Road ◦ Staff toilets ◦ Furniture ◦ Heat Pumps (R22 - 25) 	Principal Property Consultant		5YP / 10YA Cyclical CAP	1 9	The property of the school is maintained and developed.
Roll Growth Management <ul style="list-style-type: none"> • BOT Property Committee develop a Property Plan for Future growth with timeline and budget implications • BOT Property Committee meet with MOE on Roll Growth Capital development to ensure changes are consistent with BOT goals from Property Plan for Future • Support the completion of the Site Review by the MOE 	BOT Property MOE Capital	All year		1 9	<p>The BOT Property Team outlines a plan for the development of the school site to ensure our School Vision is central to any design or build.</p> <p>The BOT Property Team will work alongside the MOE Team to enable our plan.</p>
School Development Plan <ul style="list-style-type: none"> • BOT Property Committee develop a Property Plan for Future growth with timeline and budget implications 	BOT	Term 1		1 9	The BOT has a Property Plan that caters for future growth and development of the site.
Budget Review / Priorities <ul style="list-style-type: none"> • Review of BOT funded staffing to take effect in 2019 • Develop a future focused BOT Finance Plan deciding on funding options e.g. staff, resources 	Principal BOT	Term 2		1 9	The BOT has a Budget plan that is well thought out and allows for growth. The plan will guide the BOT in achieving realistic goals for the school.

2018 ANNUAL PLAN NAG 5 – HEALTH AND SAFETY

- Restraining Guidelines
- Health and Safety Committee

Action Required	Who	When	Resourcing	Goal	Expected Outcome
Restraining Guidelines <ul style="list-style-type: none"> • Staff will attend the MOE provided training on <i>Understanding Behaviour, Responding Safely</i> • Physical Restraint training for specific staff will be provided if required • A staff meeting on the Cool Schools Programme will be provided for staff. 	MOE Learning Support	TOD Year Term 1		1 8	Staff will attend the MOE provided workshop and Cool Schools training to support their student management strategies. Staff with challenging students will receive training on correct “holding” methods
Health and Safety Committee <ul style="list-style-type: none"> • Policies and procedures are implemented by the Health and Safety committee • Purchase Playground equipment and ensure PE gear availability to ensure activities available at Break times 	H and S Committee	All year		8 9	The H and S committee is an integral part of the school culture. The committee meets the statutory requirements for Health and Safety. Students are actively engaged at Break to minimise issues in the playground.

2018 ANNUAL PLAN NAG 6 – ADMINISTRATION

- Enrolment Zone review
- Cohort Entry

Action Required	Who	When	Resourcing	Goal	Expected Outcome
Enrolment Zone review <ul style="list-style-type: none"> • Review the Enrolment Zone requirements and check they are still valid 	Principal	Term 2		1	The Enrolment Zone meets the current needs of the school
Cohort Entry <ul style="list-style-type: none"> • AP will analyse the enrolment patterns over the previous year to support the decision on whether or not Cohort entry is viable considering Property, staffing and resources • Decision made on whether or not the BOT will continue the process. • If Yes, BOT will need to consult with their stakeholders to consider whether they find the policy generally acceptable, before introducing cohort entry in Term 4. • School needs to give at least one term's notice of the change to parents, staff and local ECE services so that those affected have time to plan for the change. • School also needs to inform the Ministry of Education 	AP (Year 1 – 2) Principal BOT Principal	Term 1 Term 2 Term 3		1	The Cohort Entry concept is investigated by the Board and a decision is made on whether or not to proceed. If a positive decision is made then the BOT will continue with the process of introducing Cohort Entry.

2018 ANNUAL PLAN NAG 7 – CHARTER

- Charter Review

Action Required	Who	When	Resourcing	Strategic Goal	Expected Outcome
Charter Review <ul style="list-style-type: none"> • Review and update the school charter 	BOT	Tm 1		1 9	Charter reviewed and sent to MOE.

2018 ANNUAL PLAN NAG 8 – REPORT

- Achievement and Progress Report

Action Required	Who	When	Resourcing	Strategic Goal	Expected Outcome
Achievement Report <ul style="list-style-type: none"> • Statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter. 	Principal	March 1		1 9	The Board and Community will receive information on student achievement and progress