

BROWNS BAY SCHOOL

Building Leaders and Learners

CHARTER

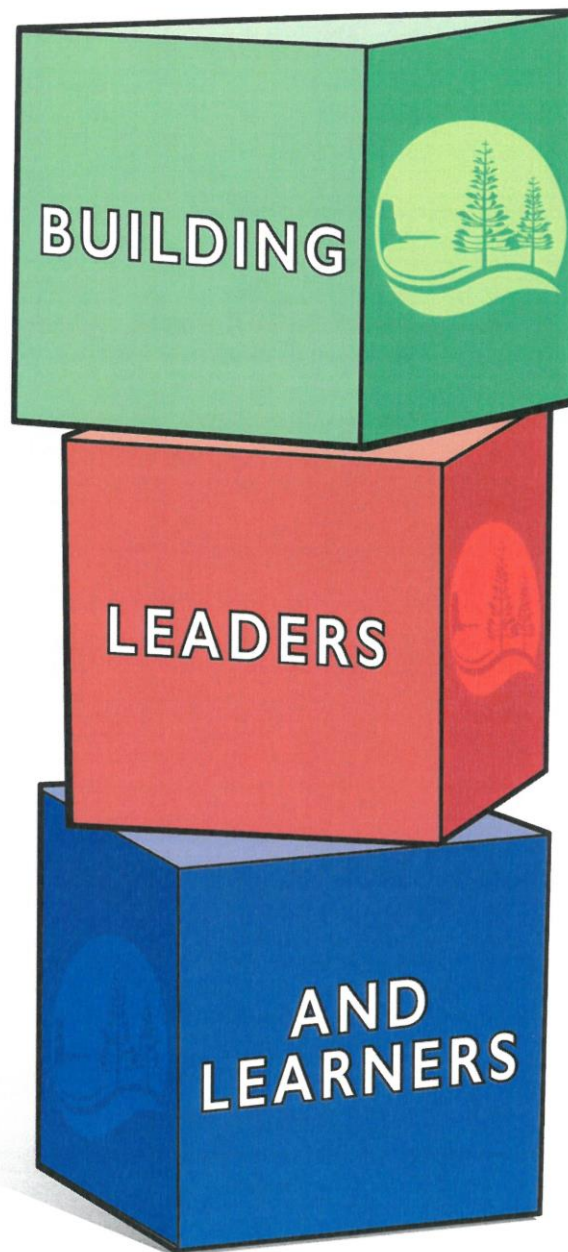
Vision

Strategic Plan

Action Plan



1. Our Vision



Our Vision

THINGS WE VALUE

Respect / Manaakitanga
Personal Excellence / Tu Rangatira
Inquiring Minds / Whai Whaakaro
Taking responsibility / Takohanga

COLLABORATION

We go further together

Our School Community, student / teacher / whanau, works together with input, to achieve a common goal

RESPONSIVE & HOLISTIC TEACHING & LEARNING

We each 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.

Build ourselves and others positive physical, mental, emotional, social, and spiritual qualities and actions.



SMART SYSTEMS & ROUTINES

We work smarter not harder

Our commitment is to integrate digital technologies to maximise learning (in a safe environment)

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 and how they present their learning and actions they take as a result.

INCLUSION

We are one

Our learners are respected and appreciated, as valued members of the BBS community acknowledging the importance of similarities and valuing and building on different perspectives.

KEY COMPETENCIES

Relating
Self Managing
Thinking
Communicating
Participating

EFFORT BRINGS REWARD KA PUTA TE HUA

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

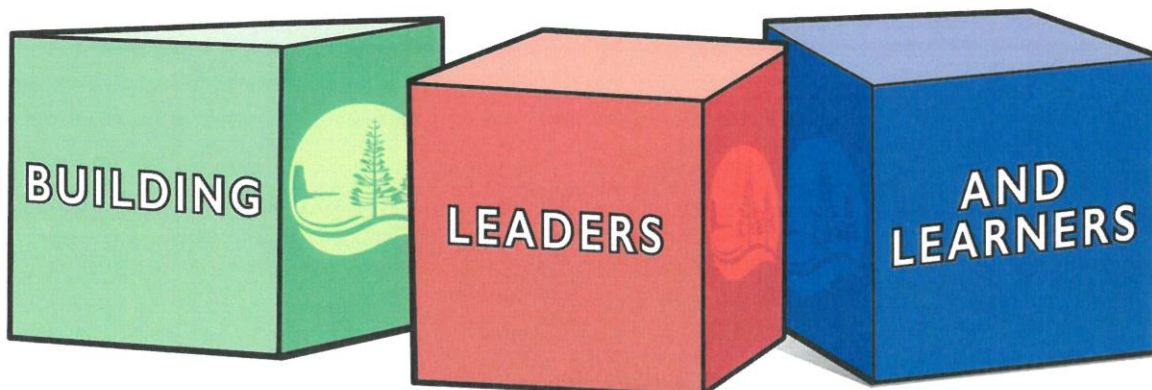
Learning is meaningful for all learners, connecting and fostering partnerships with their family, whanau and wider community

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

1. **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
2. As our most important resource is our people, recruiting and retaining high quality staff and investing resources in effective staff development is essential
3. To seek or create opportunities for reflection on current practice and potential improvements
4. To actively seek opportunities to develop leadership amongst staff at all levels
5. To manage the school property efficiently and effectively to best meet the needs of the students and the school
6. 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.
7. To develop innovative learning environments and opportunities to unlock the potential of our students, and develop in them the capacity for life-long learning.
8. 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.
9. 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 **2019 – 2022**

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
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

(this Charter is a working document with the BOT committed to 2020 Community consultation)

ANALYSIS OF VARIANCE 2020 - Reading

School name: Browns Bay School

School number: 1237

Focus: Reading

Strategic Aim: To enhance student outcomes for Reading across the school

To support the Kahui Ako goals as stated in the "Achievement Challenge Approach Plan and Memorandum of Agreement for the MidBays Kahui Ako" (July 2018) for Raising Achievement.

Annual Aim:

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

Staff and Team Meetings to monitor the progress and achievement of Radar students in Reading

Radar student will be monitored on a regular basis and will have the goal of showing accelerated progress and / or more engagement to Reading over the year.

Target:

Reading:

- Radar students continue to have a positive engagement or have a more positive engagement towards Reading after the programme as measured by a student survey/voice.
- Radar students to demonstrate achievement and progress in Mathematics as measured by school assessments:
 - Year 2 – 6 Running Records – Term 4 2019 to Term 4 2020
 - Year 3 – 6 PAT Comp – scaled score Reading Comp 2020 March to March 2021
- The students which are worth investigating further in Reading are Year 1 and 2 with the goal of reducing students in Below.

Baseline data: NZ Curriculum

2019 Browns Bay School (617)	Ethnic Groups: At and Above	Gender: At and Above
Well Below: 2.8%	NZE(221): 85.5%	Boys (323): 79.3%
Below: 16.5	Maori (35): 88.6	Girls (294): 82.3%
At: 59	Pasifika (12): 100	
Above: 21.7	Asian (228): 78	
	Other (126): 73.6	

Reading 80.7 % of students at BBS are in the 'at/above' band for 2019

2019	ABOVE (%) OTJ	Level / RA	AT		BELOW (%)		Mid-Year Predictions (WT)
Year 1:	15.5		49.5		35.1		47
Year 2:	5.3	5.3	66.3	63.2	28.5	31.6	29
Year 3:	7.5	3.2	71	75.3	21.5	21.5	32
Year 4:	17	18	66.1	65.2	17	17	16
Year 5:	34.6	35.6	54.8	53.8	10.6	10.6	13
Year 6:	45.2	46.1	48.7	47.8	6.1	6.1	6

Actions: What did we do?

Reading

To progress student achievement in Reading (particularly Year 1 and 2) across the year.

To identify every year 1-6 student at the beginning of 2020 who is in 'below' + 'well below' bands (from 2019 data)

- Literacy Team is formed and 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. To have very clear expectations for each cohort and to share these expectations with students as appropriate. This will be the revised reading benchmarks.
- Teaching Inquiry
 - PD on January 29 with Sheena Cameron and Louise Dempsey "The Reading Book"
 - Staff identify one reading teaching practice goal
 - Identify Radar students as part of their individual inquiry (Focus on ESOL students and Reading)
 - 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

Teachers will participate in the BBS reading Inquiry in conjunction with the course "The Reading Programme" to ensure that the actual reading programme/skills taught are appropriate to addressing the needs of under-achieving students.

Review student feedback:

- to establish achievement and progress
- to establish student perception of Readings

To discuss and analyse the progress of these students regularly at the team level.

To be very clear about what expectation for each cohort actually looks like for reading and to share these expectations with students as appropriate.

Year 5 students will participate in the Progress in International Reading Literacy Skills (PIRLS)

English Speakers Other Language (ESOL)

- The ESOL Team will identify students and provide programmes to support teaches and students in the classroom and withdrawl.
- Link students in ESOL with the Learning Support (LS) groups to ensure student's needs are met.
- LS and ESOL share Intervention groups and strategies

Outcomes: What happened?

School _____ of students at BBS are in the 'at/above' band for 2020.

2020 Browns Bay School	Ethnic Groups: At and Above	Gender: At and Above
Well Below:	NZE:	Boys:
Below:	Maori:	Girls:
At:	Pasifika:	
Above:	Asian:	

Accelerated Learning in Reading Students

- Radar students to demonstrate achievement and progress in Reading as measured by school assessments:
 - Year 2 – 6 Running Records

Comment:

Please note: Accelerated Progress is more than the expected progress in a year.

Assessment	Running Records	Running Records
	Yr 1 to 3 Levels (Dec 2019 to Dec 2020)	Yr 4 to 6 RA (Dec 2019 to Dec 2020)
Accelerated Progress		
Progress		
No change		

Reason for Variance: Why did it happen?**Evaluation: Where to next?**

ANALYSIS OF VARIANCE 2020 - OVERALL

School name: Browns Bay School

School number: 1237

Focus: Maths / Reading / Writing

Strategic Aim: To enhance student outcomes in Maths / Reading / Writing across the school

Annual Aim:

Staff development programme will be put in place, with the support of the Curriculum Teams and Community of Learning team focussing on the development of effective teaching skills in Maths / Reading / Writing

Target:

- Increase overall student outcomes in Maths / Reading / Writing

Baseline data: NZ Curriculum

Reading

2019 Browns Bay School (617)	Ethnic Groups: At and Above	Gender: At and Above
Well Below: 2.8%	NZE(221): 85.5%	Boys (323): 79.3%
Below: 16.5	Maori (35): 88.6	Girls (294): 82.3%
At: 59	Pasifika (12): 100	
Above: 21.7	Asian (228): 78	
	Other (126): 73.6	

Writing

2019 Browns Bay School	Ethnic Groups: At and Above	Gender: At and Above
Well Below: 4.4%	NZE: 74.6%	Boys: 65%
Below: 27.4	Maori: 60	Girls: 71.4%
At: 57	Pasifika: 66	
Above: 11.2	Asian: 68.3	
	Other: 58.4	

Maths

2019 Browns Bay School	Ethnic Groups: At and Above	Gender: At and Above
Well Below: 1.8	NZE: 82.4	Boys: 84%
Below: 14	Maori: 80	Girls: 84
At: 55.3	Pasifika: 83	
Above: 28.9	Asian: 85	
	Other: 81.7	

Outcomes: What happened?**Reading**

2020 Browns Bay School	Ethnic Groups: At and Above	Gender: At and Above
Well Below:	NZE	Boys
Below:	Maori	Girls
At:	Pasifika	
Above:	Asian	
	Other	

Writing

2020 Browns Bay School	Ethnic Groups: At and Above	Gender: At and Above
Well Below:	NZE:	Boys:
Below:	Maori:	Girls:
At:	Pasifika:	
Above	Asian:	
	Other:	

Maths

2019 Browns Bay School	Ethnic Groups: At and Above	Gender: At and Above
Well Below:	NZE:	Boys:
Below:	Maori:	Girls:
At:	Pasifika:	
Above:	Asian	
	Other:	

Actions: What did we do?

Reading

(see reading Analysis of Variance 2020)

Writing

- Writing Essence statement completed
- 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 2021
- 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 compiled into a book format
- Writing levels achievement and progress will be shared with the BOT

Special consideration must be given to ESOL students as a result of 2019 data

- English Language Learners based on students with EOY Writing assessments
 - 35% (218 / 617) of BBS students received ESOL support in 2019.
 - 63% (138 / 218) ESOL students are in Year 1 to 3 and this comprises 48% of all Year 1 – 3 students (n= 138/285)
 - 40% (85 / 218) of ESOL students did not achieve the expected curriculum level in writing and 28% in reading.

Mathematics

- PLD with this team using Special Addition and attending Maths PD with reports back to staff at next available meeting
- Maths Essence statement published
- Maths Progression for Year levels (as provided in Maths Drive) to be used to support Next Step assessments for students
- Continue AlIM across school in Years 2 to 6

Reason for Variance: Why did it happen?

Evaluation: Where to next?

ANALYSIS OF VARIANCE 2019 - 2020 INNOVATIVE TEACHING PRACTICE

School name: Browns Bay School

School number: 1237

Focus: Teaching Pedagogy

Strategic Aim: To develop innovative learning environments and opportunities to unlock the potential of our students, and develop in them the capacity for life-long learning.

Annual Aim:

To enhance teaching practices within our teachers in a collaborative environment through an Inquiry over two years
To support the Kahui Ako goals as stated in the "Achievement Challenge Approach Plan and Memorandum of Agreement for the MidBays Kahui Ako" (July 2018) for Raising Achievement

Target:

Teaching Pedagogy: Teams will complete an Inquiry into Innovative teaching Practices.

Baseline data:

2018 is the first time the school has used the Wellbeing tool to survey students. The tool will be used in June 2020 for Year 4, 5 and 6 students, as well as all teaching staff.

RAISING ACHIEVEMENT

Student Attitudinal Challenge Targets for Raising Achievement

Years 4-8 Target: A minimum of 85% or a minimum 5% shift over three years

Years 4-6 898 Students	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
Students have a say in what happens at school	657	73.1	692	77%	727	81%	763	85%	106	12%
Browns Bay School (actual)	91	85%								
Teachers think that ALL students can do well	781	86.9	796	89%	811	90%	826	92%	45	5%
Browns Bay School (actual)	106	99%								
Teachers make learning interesting	681	75.8	708	79%	735	82%	763	85%	82	9%
Browns Bay School (actual)	98	91.5%								

Teacher Attitudinal Challenge Targets for Raising Achievement

Target: A minimum of 85% or a minimum 5% shift over three years

Years 4-6 91 Teachers	Strongly Agree / Agree Baseline Data		Projected Progress 2019		Projected Progress 2020		Projected Progress 2021		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
I regularly set up learning experiences that enable students to be actively involved citizens	49	53.8	58	64%	67	74%	77	85%	28	31%
Browns Bay School (Actual)	33	50%								

Actions: What did we do?

Year Group Teams begin an Inquiry into an Innovative Teaching Practice.

Team Inquiry

How might we change our **pedagogy for our learners**, in order to build creative, collaborative and future focused learners?

- Teams complete Inquiry into an innovative teaching practice / pedagogical change. (2nd year of two year process)
- Jo Robson: Teaching as Inquiry Support for Team Leaders and/or Development Team in Term 1 and 2 (Y1-3 and Y 4-6)
- SLT and Team Leaders meet Term 2 and 4
 - Year 1 – 3 Play Based Learning (PBL)
 - Year 4 – 6 Modern Learning Environment / Flexible Learning Environment (MLE / FLE)
- Team Inquiry: research base clarified and statement written
- Report back to staff / BOT
- TAI and Parent meeting
- Coaching process used

The Inquiry process is

- **Hunch:** Issue identified - How do we approach this? How do we know we are right - does the evidence match our assumptions?
- **Scanning:** Who are the learners? What patterns do we see based on evidence, data, assessment, observations, student voice, etc?
- **Focusing:** What is the greatest need? What is working well? What isn't
- **Teacher Learning:** What have others done with this problem? What will we do differently?
- **Taking Action:** What will we do specifically? How will we assess, measure, and collect evidence to show progress?
- **Checking:** What is the impact on our learners? How do we know?

Teacher release will be provide to visit and research other schools.

Student and Staff Wellbeing Survey will be completed to ensure we are maintaining the Mid-Bay KA Achievement Goals

This data will be analysed within the school and across the Kahui Ako. The survey tools are designed to support school staff to review current school practice. It helps to identify areas of strength as well as next steps in regard to promoting a safe and caring social climate.

Community of Learning Team to support the establishment of links to other schools in our cluster with ideas or success in the chosen area

Reason for Variance: Why did it happen?

Outcomes: What happened?

Evaluation: Where to next?

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