

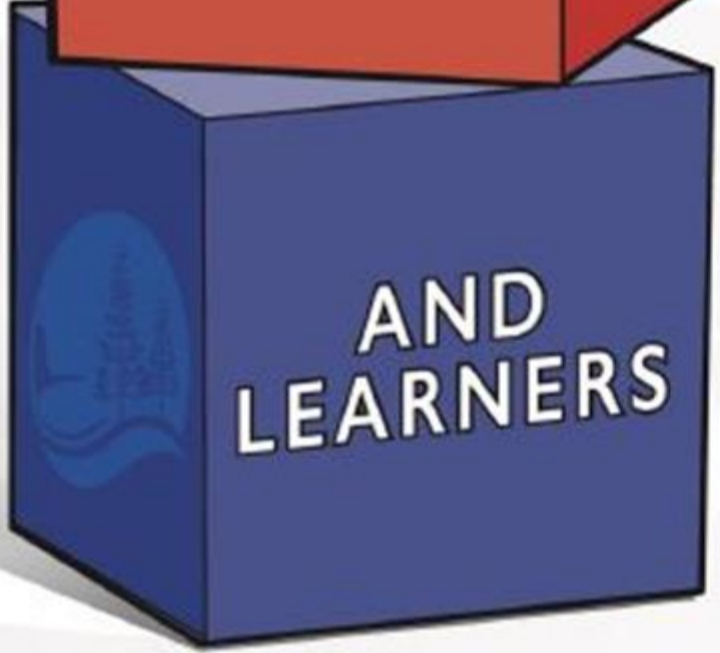
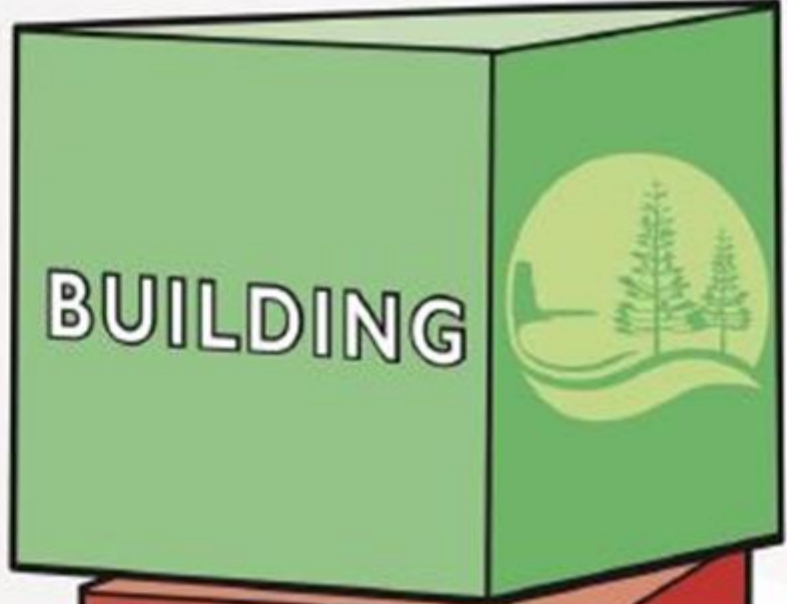


**Browns Bay School**

EFFORT BRINGS REWARD

**Browns Bay School**

**2024 – 2025 Strategic Plan  
&  
2024 Annual Plan**



# 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.*



**EFFORT BRINGS REWARD KA PUTA TE HUA**

## STRATEGIC PLAN 2024 - 2025

The Strategic Plan will span 2024 and 2025; with the Annual Plan meeting the planning requirements for 2024. The Strategic Plan will focus on Curriculum, Community Engagement and Te Tiriti o Waitangi

STRATEGIC GOALS	FOCUS AREAS	2024	2025
<b>1. CURRICULUM</b> To develop policy and plans to meet the requirements of the Refreshed Curriculum, including an investigation into a balanced curriculum delivery to ensure there is a focus on all curriculum with emphasis on Literacy and Numeracy.	1. Literacy and Numeracy	<ul style="list-style-type: none"> <li>● Consolidate Structured Literacy</li> <li>● Writing is supported with The Code; Oral Language and The Writing Revolution</li> <li>● Maintain success in Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>● Review Structured Literacy as a programme</li> <li>● Consolidate teaching practice regarding the Writing Revolution</li> <li>● Review the Teaching of Mathematics across the school in line with Refreshed Curriculum.</li> </ul>
	2. Refreshed NZ Curriculum:	<ul style="list-style-type: none"> <li>● Develop policy and plans to implement Social Sciences, Maths, and English</li> <li>● Develop the Browns Bay School Curriculum Overview to ensure it is appropriate for the Refreshed Curriculum (e.g. Stages: Year 1 to 3 and Years 4 to 6).</li> <li>● Investigate the Common Practice Model</li> </ul>	<ul style="list-style-type: none"> <li>● Use plans to teach Social Sciences, Maths, and English</li> <li>● Develop policies and plans in Science, Technology, and The Arts</li> <li>● Curriculum Overview - consolidate the Refreshed Curriculum approach (Stages: Year 1 to 3 and Years 4 to 6)</li> <li>● Consolidate Common Practice Model</li> </ul>
<b>2. COMMUNITY</b> To develop a strong engaged school community with stakeholders aware of the changes in education and students learning key values and having success at school	1. Engaged Students	<ul style="list-style-type: none"> <li>● Consolidate Positive Behaviour for Learning as a Tier 1 school with an analysis of Behavioural issues</li> <li>● Support for students to be confident in their abilities - School Council and Specialist groups</li> <li>● Opportunities for students to achieve success across a range of areas - Junior Athletics Day and LEAP</li> <li>● English Language Learners are supported with appropriate teaching of English</li> </ul>	<ul style="list-style-type: none"> <li>● Identify progress to Tier 2 school</li> <li>● Support for students to be confident in their abilities</li> <li>● Variety of opportunities for students to achieve success across a range of areas</li> <li>● English Language Learners are supported with appropriate teaching of English</li> </ul>
	2. Engaged multicultural community	<ul style="list-style-type: none"> <li>● Seminars on topics - NZ Curriculum, Common Practice Model, Assessment, ELLP seminars (Understanding the NZ Education System)</li> </ul>	<ul style="list-style-type: none"> <li>● Seminars on topics</li> <li>● Celebrate cultural diversity with Multicultural activities - Moon Festival Day</li> </ul>

		<ul style="list-style-type: none"> <li>• Celebrate cultural diversity with Multicultural activities e.g. Lunar Festival</li> </ul>	
<b>3. TE TIRITI O WAITANGI</b> <b>To have a strong understanding of Te Tiriti o Waitangi with Māori ako learning as Maori</b>	1. Tikanga is embedded in the school practice	<ul style="list-style-type: none"> <li>• Whanau Hui with a Te Ao Māori and link to Te Herenga Waka o Orewa Marae</li> <li>• Powhiri kawa developed and implemented</li> <li>• Representation on Board</li> </ul>	<ul style="list-style-type: none"> <li>• Whanau Hui with a Te Ao Māori Day and link to Te Herenga Waka o Orewa Marae</li> </ul>
	2. Te Reo is developed across the school	<ul style="list-style-type: none"> <li>• Te Reo language development - investigate courses for staff and Pīpīwhararoa Festival</li> <li>• Te Reo visibility - art and signs in the school environment</li> </ul>	<ul style="list-style-type: none"> <li>• Te Reo language development - investigate courses for staff and Pīpīwhararoa Festival</li> </ul>

### **BROWNS BAY SCHOOL VISION STATEMENT**

**Vision Statement:** 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.

**Pathway for Success (Effective Pedagogy):** The following effective teaching practices underpin teaching and learning at BBS: Collaboration; Inclusion; Responsive and Holistic Teaching and Learning; Learner Agency; Well-being/ Hauora; Smart systems and Routines. They will be evident in every classroom and integrated into every learning area. When planning classroom programs teachers will ensure they incorporate these effective teaching practices and their components.

#### **COLLABORATION**

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

#### **INCLUSION**

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

#### **RESPONSIVE & HOLISTIC TEACHING & LEARNING**

We all do our best: Our teaching and learning program is authentic. Learners are able to achieve personal excellence, regardless of their background, abilities, strengths and experiences.

**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.

**WELL-BEING / HAUORA**

We are kind to others and ourselves: Our focus is to build within ourselves and others positive holistic qualities and actions.

**SMART SYSTEMS & ROUTINES**

We work smarter not harder: Our commitment is to integrate digital technologies to maximise learning opportunities.

**TE TIRITI O WAITANGI**

The Board has a co-opted Māori representative from the community to provide a Māori perspective to discussions regarding Policy and Planning. The member liaises with Māori whanau at regular term meetings to share school and Board initiatives and receive input from whanau on school issues.

The Board has appointed a Classroom Release Teacher to provide Te Reo and Tikanga instruction across all classes. The Teacher attends Whanau meetings and supports all teachers in instruction of te reo and tikanga. In 2023 the Ka Hikitia Group organised a Teacher Only Day at Te Herenga Waka o Orewa Marae to support teachers in their understanding of powhiri, marae tikanga and te reo.

The Browns Bay School curriculum acknowledges the Te Tiriti o Waitangi in the teaching of all curriculum areas, particularly the Aotearoa History curriculum.

Browns Bay School has a strong Kapa Haka group that participates in local and whole school events. The school is involved in the Kahui Ako Pīpīwhararoa Festival. The school is also developing its own tikanga with a whakatau welcoming new persons into the school each term and a Te Ao Māori Day for Māori students in Term 4.

Māori student achievement is similar to the school achievement in Reading, Maths and Writing. Maori achievement is monitored regularly by teachers with the Board receiving reports twice a year.

**INFORMATION USED TO DEVELOP PLAN**

Community Engagement focused on requesting feedback from parents and caregivers on aspirations for their children, concerns, learning and connections with the school. Consultation was done through surveys, meetings and individual conversations. Surveys were completed in English, Chinese and Korean. Consultation was undertaken with different groups of parents such as Maori whanau, Chinese and Korean.

Key themes were children at Browns Bay School

- achieving academic success
- being confident in their abilities and having the BBS values
- having fun in a supportive environment
- developing a love of learning
- experiencing sport and physical activities

The Strategic Goals of Curriculum, Community and Te Tiriti Waitangi reflect the feedback from those conversations.

# **2024 Annual Plan**

**Strategic Goal 1  
CURRICULUM GOAL**

**To develop policy and plans to meet the requirements of the Refreshed Curriculum, including an investigation into a balanced curriculum delivery to ensure there is a focus on all curriculum with emphasis on Literacy and Numeracy.**

**Annual Target/Goal:**

1. To maintain achievement standards in Literacy and Numeracy

- Consolidate Structured Literacy
- Writing is supported with The Code; Oral Language and The Writing Revolution
- Maintain success in Mathematics

2. To teach a Refreshed NZ Curriculum:

- Develop policy and plans to implement Social Sciences, Maths and English
- Develop the Browns Bay School Curriculum Overview to ensure it is appropriate for the Refreshed Curriculum(e.g. Stages: Year 1 to 3 and Years 4 to 6)
- Investigate the Common Practice Model

**What do we expect to see by the end of the year?**

Literacy and Numeracy achievement will be maintained/increased for students through the Structured Literacy approach being consolidated in Years 1 and 2 with the Year 3 students being provided a similar program according to the Literacy Stages they are learning. This will be supported by The Code programme being consolidated in the Year 3 to 6 classes. A Numicom Mathematics Intervention group will be established for students in need.

The Browns Bay School Curriculum documents (Essence Statements) will reflect the new curriculum in Social Studies, English and Mathematics with an Overview being developed to reflect the local curriculum decisions on the Educational Objectives to be taught in a two year cycle.

Actions	Who	Resources Required	Timeframe	How will you measure success?
Consolidate Structured Literacy	AP and Team Leaders; ISL Literacy	PLD in Structure Literacy for new teachers and Year 3 Team Liz Kane "Little Learner Love Literacy" resources purchased	Term 1  Annually	Consolidate Structured Literacy in the Year 1 to 3 with 75% of students achieving at the expected stages by 2025
Writing is supported with The Code; Oral Language and The Writing Revolution	DP and Team Leaders; ISL Literacy, SLT	Consolidate The Code in Year 3 to 6 with planning at Team Meeting and Literacy Team Investigate the Writing Revolution with Staff Meetings Incorporate Oral Language Project across the school	Term 1  Term 1 and 2 Annually	Writing Levels are increased to ensure 75% of Year 3 to 6 students achieving at the expected stages
Maintain success in Mathematics	AP Learning Support, ISL Maths and Maths Team	Introduce the Maths Intervention - Numicon Groups Review Resources in Maths Complete the Refreshed Curriculum overview and expectations	Term 1 annually  Term 2	Maintain 85% of students at expected level in Mathematics



Develop policy and plans to implement Social Sciences, Maths and English	ISL and Curriculum Teams	Curriculum team Meetings to finalise documents Present documents to full staff for review	Term 4	Documents are completed that match the Curriculum
Develop the Browns Bay School Curriculum Overview to ensure it is appropriate for the Refreshed Curriculum	Principal, Team Leaders and Curriculum Teams	Team Leaders review topics and year programme Learning objectives reflect the Refreshed Curriculum ISL and Curriculum Teams review plan	Term 4	School Overview is developed for the confirmed Curriculum documents i.e Year 1 to 3 and Years 4 to 6
Investigate the Common Practice Model (CPM)	Senior Leadership Team	Read the CPM Introduce it to staff at staff meetings		Common Practice Model being understood by staff

**Strategic Goal 2  
COMMUNITY GOAL**

**To develop a strong engaged school community with stakeholders aware of the changes in education and students learning key values and having success at school**

**Annual Target/Goal:**

1. Engaged Students
  - Consolidate Positive Behaviour for Learning as a Tier 1 school with an analysis of Behavioural issues
  - Support for students to be confident in their abilities - School Council
  - Variety of opportunities for students to achieve success across a range of areas - Junior Athletics Day and LEAP
  - English Language Learners are supported with appropriate teaching of English
  
2. Engaged multicultural community
  - Seminars on topics - NZ Curriculum, Common Practice Model, Assessment, ELLP seminars (Understanding the NZ Education System)
  - Celebrate cultural diversity with Multicultural activities - Moon Festival, Chinese Festival

**What do we expect to see by the end of the year?**

Browns Bay School students and parents will be engaged with the school. The engagement will allow parents the opportunity to understand the current changes in education. Students will have fun at school in their learning and will reflect the values the school promotes.

<b>Actions</b>	<b>Who</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
Consolidate Positive Behaviour for Learning as a Tier 1 school with an analysis of Behavioural issues	PB4L Team	All staff receive PLD on Tier 2 PB4L and implement in daily programmes Review PB4L lessons and effectiveness of them Regular PB4L team self review and actions.	Term 1	Review eTap PB4L reports regarding students Regular teaching of PB4L Students reflecting the PB4L values
Support for students to be confident in their abilities - School Council and Specialist groups	ISL Wellbeing	Student Council elected Student Council develop areas across the school they can have effect in leading activities Teachers with an interest are supported to take School Groups: Chess, Dance, Enviro, Sports, Peer Mediators, EPRO 8	Term 1 All Year	Student Council is effectively supporting the school with student voice Students have access to a variety of activities
Opportunities for students to achieve success across a range of areas - Junior Athletics Day and LEAP	Team Leaders AP - Learning Support	Teams review their activities for the year to ensure a variety of opportunities are available in sports LEAP programme supports students with extension activities Students access outside groups: Lactic Turkey, Pīpīwhararoa Festival, Kapa Haka, Einstein Olympiad	Term 1 Term 1	Students have a range of activities to engage them in school

English Language Learners are supported with appropriate teaching of English	ESOL Team	ESOL Team provide an ELL Programme for ESOL funded students Teachers in Year 5 and 6 receive PD on In Class ESOL support Principal monitors Kahui Ako planning in this area	Annually Term 2 and 3 Annually	The ESOL students receive an successful programme and ESOL students and impact in classroom is monitored across the Kahui Ako
Seminars on topics - NZ Curriculum, Common Practice Model, Assessment, ELLP seminars (Understanding the NZ Education System)	ESOL, Senior Leadership Team	Parents will be informed of curriculum and pedagogical changes through Seminars Specific Parent evenings held for groups e.g. Maths for Chinese NE meetings in Term 2 and 4	Annually	Parents attend and are informed
Celebrate cultural diversity with Multicultural activities - Lunar Festival	Teachers and ESOL	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	Annually	Students cultural background is reflected in their classroom Analyse 2024 Wellbeing @ school survey completed by Year 4 - 6 students, and staff, and trends identified.

**Strategic Goal 3**  
**TE TIRITI O TE WAITANGI**

To have a strong understanding of the Te Tiriti o Waitangi with Māori ako learning as Māori.

**Annual Target/Goal:**

1. Tikanga is embedded in the school practice
  - Whanau Hui with a Te Ao Māori and link to Te Herenga Waka o Orewa Marae
  - Powhiri kawa developed and implemented
  - Representation on Board
  
2. Te reo is developed across the school
  - Te Reo language development - investigate courses for staff and Pīpīwhararoa Festival
  - Te Reo visibility - art and signs in the school environment

**What do we expect to see by the end of the year?**

Browns Bays School will give effect to Māori Tikanga and te reo through its practices to ensure students are supported.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Tikanga is developed across the school	Principal, BOT	Māori whānau will meet regularly to discuss Māori achievement and organise the Te Ao Māori Day Develop connection to Te Herenga Waka o Orewa Marae Powhiri kawa developed and implemented Māori BOT rep will support the Māori whānau	Annually  Term 2 Term 1 Term 3	Regular whānau meetings with engaged parents Engagement with Marae and Kahui Ako person to develop further connections with local Maori BOT Rep elected
Te reo is developed across the school	Ka Hikitia Team	Te Reo language development - investigate courses for staff and Pīpīwhararoa Festival Te Reo visibility - art and signs in the school environment BBS Values in te reo	Annually  Term 3	Te Reo opportunities are available for staff and is evident in the school environment.

## 2024 PROPERTY

- Property Development
- 10 Year Plan Project
  - Hall Development
  - Grounds Development
    - Gardens
    - Tiger Turf
    - Markings
    - Field

Area of focus	Outcome	What will be done?	Who?	When
10 Year Plan	The School site is kept maintained and / or upgraded	<ul style="list-style-type: none"> <li>● Roofing Replacement Block 3 (10YPP funded)</li> </ul>	Project Manager	Term 2
Hall Development		<ul style="list-style-type: none"> <li>● Plan developed for the maintenance of the School Hall (70% owned by the Board)               <ul style="list-style-type: none"> <li>○ Exterior Paint</li> <li>○ Floor maintenance</li> <li>○ Interior Painting</li> <li>○ Fan maintenance</li> <li>○ Kitchen and Toilet area maintenance</li> </ul> </li> </ul>	Principal	Term 1
Grounds		<ul style="list-style-type: none"> <li>● Gardens               <ul style="list-style-type: none"> <li>○ Planting Plan / Pricing</li> </ul> </li> <li>● Tiger Turf               <ul style="list-style-type: none"> <li>○ Senior Court Plan / Pricing</li> </ul> </li> <li>● Markings               <ul style="list-style-type: none"> <li>○ Junior Court / Pricing</li> </ul> </li> <li>● Field Repair               <ul style="list-style-type: none"> <li>○ MOE replacement of soils and grassing</li> </ul> </li> </ul>	Principal	Term 1  Term 2

# **2024 Statement of Variance**

**STATEMENT OF VARIANCE: progress against targets**

<p><b>Strategic Goal 1</b>  <b>CURRICULUM GOAL</b>  <b>To develop policy and plans to meet the requirements of the Refreshed Curriculum, including an investigation into a balanced curriculum delivery to ensure there is a focus on all curriculum with emphasis on Literacy and Numeracy.</b></p>				
<p><b>Annual Target/Goal:</b></p> <p>1. To maintain achievement standards in Literacy and Numeracy</p> <ul style="list-style-type: none"> <li>● Consolidate Structured Literacy</li> <li>● Writing is supported with The Code; Oral Language and The Writing Revolution</li> <li>● Maintain success in Mathematics</li> </ul> <p>2. To teach a Refreshed NZ Curriculum:</p> <ul style="list-style-type: none"> <li>● Develop policy and plans to implement Social Sciences, Maths and English</li> <li>● Develop the Browns Bay School Curriculum Overview to ensure it is appropriate for the Refreshed Curriculum(e.g. Stages: Year 1 to 3 and Years 4 to 6)</li> <li>● Investigate the Common Practice Model</li> </ul>				
<p><b>Actions</b>                  List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</p>	<p><b>What did we achieve?</b>  <b>What were the outcomes of our actions?</b>  <b>What impact did our actions have?</b></p>	<p><b>Evidence</b>                  This is the source of information the board used to determine those outcome</p>	<p><b>Reasons for any differences (variances) between the target and the outcomes</b>                  Think about both where you have exceeded your targets or not yet met them.</p>	<p><b>Planning for next year – where to next?</b>                  What do you need to do to address targets that were not achieved.                  Consider if these need to be included in your next annual implementation plan.</p>
Consolidate Structured Literacy				
Writing is supported with The Code; Oral Language and The Writing Revolution				
Maintain success in Mathematics				
Develop policy and plans to implement Social Sciences, Maths and English				
Develop the Browns Bay School Curriculum Overview to ensure it is appropriate for the Refreshed Curriculum				

**Strategic Goal 2  
COMMUNITY GOAL**

**To develop a strong engaged school community with stakeholders aware of the changes in education and students learning key values and having success at school**

**Annual Target/Goal:**

3. Engaged Students

- Consolidate Positive Behaviour for Learning as a Tier 1 school with an analysis of Behavioural issues
- Support for students to be confident in their abilities - School Council
- Variety of opportunities for students to achieve success across a range of areas - Junior Athletics Day, Artificial Turf and LEAP

4. Engaged multicultural community

- Seminars on topics - NZ Curriculum, Common Practice Model, Assessment, ELLP seminars (Understanding the NZ Education System)
- Celebrate cultural diversity with Multicultural activities - Moon Festival, Chinese Festival

<b>Actions</b> List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	<b>What did we achieve? What were the outcomes of our actions? What impact did our actions have?</b>	<b>Evidence</b> This is the source of information the board used to determine those outcome	<b>Reasons for any differences (variances) between the target and the outcomes</b> Think about both where you have exceeded your targets or not yet met them.	<b>Planning for next year – where to next?</b> What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Consolidate Positive Behaviour for Learning as a Tier 1 school with an analysis of Behavioural issues				
Support for students to be confident in their abilities - School Council and Specialist groups				
Opportunities for students to achieve success across a range of areas - Junior Athletics Day and LEAP				



English Language Learners are supported with appropriate teaching of English				
Seminars on topics - NZ Curriculum, Common Practice Model, Assessment, ELLP seminars (Understanding the NZ Education System)				
Celebrate cultural diversity with Multicultural activities - Lunar Festival				

**Strategic Goal 3**  
**TE TIRITI O TE WAITANGI**

To have a strong understanding of the Te Tiriti o Waitangi with Maori ako learning as Maori

**Annual Target/Goal:**

3. Tikanga is embedded in the school practice
  - Whanau Hui with a Te Ao Māori and link to Te Herenga Waka o Orewa Marae
  - Powhiri kawa developed and implemented
  - Representation on Board
  
4. Te reo is developed across the school
  - Te Reo language development - investigate courses for staff and Pīpīwhararoa Festival
  - Te Reo visibility - art and signs in the school environment

<b>Actions</b> List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	<b>What did we achieve?</b> <b>What were the outcomes of our actions?</b> <b>What impact did our actions have?</b>	<b>Evidence</b> This is the source of information the board used to determine those outcome	<b>Reasons for any differences (variances) between the target and the outcomes</b> Think about both where you have exceeded your targets or not yet met them.	<b>Planning for next year – where to next?</b> What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Tikanga is embedded in the school practice				

Te reo is developed across the school				
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# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

