



Browns Bay School Annual Plan 2025

Curriculum

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 Goals

- Work collaboratively to respond to progress and achievement data by reviewing and improving teaching practices
- Have greater visibility of practices that affect progress and achievement so review and improvement are constant
- A focussed approach to change so all leaders are engaged with leading organisational change
- A staff wide understanding of how collaboration can continually drive change and improvement in practice

What we will see / Actions

Shared understandings and agreed practices that informs a coherent pathway for learners across the school.

- Staff meetings and teacher only days, unpacking and understanding the maths and English curriculums.
- Leaders evaluating the implementation in classrooms and identifying next steps

Teachers using Dibels as the main assessment tool for reading and using the data to support and extend

- Support for staff to understand implementation of the test, analyse the data and respond to the analysis

Implementation of the Writers Toolbox Resources to support a coherent pathway for learning that reflects the science of learning,

- Develop framework for implementation.
- Grow the leadership capacity of a literacy team.
- Resource the teachers with the equipment needed for implementation
- Give feedback to teachers on implementation

Teachers improving their teaching practice through a coaching and mentoring cycle

- Develop and implement an induction plan for new staff.
- All staff to receive PLD in coaching and being coached.
- Teachers working in coaching groups to identify and evaluate goals related to their own practice.
- Redesign of the PGC.

Regular review meetings with teams and leaders

- Restructure of the leadership teams.
- Restructure of release times and meeting times.

Teachers and leaders working in a coaching framework to improve teacher practice

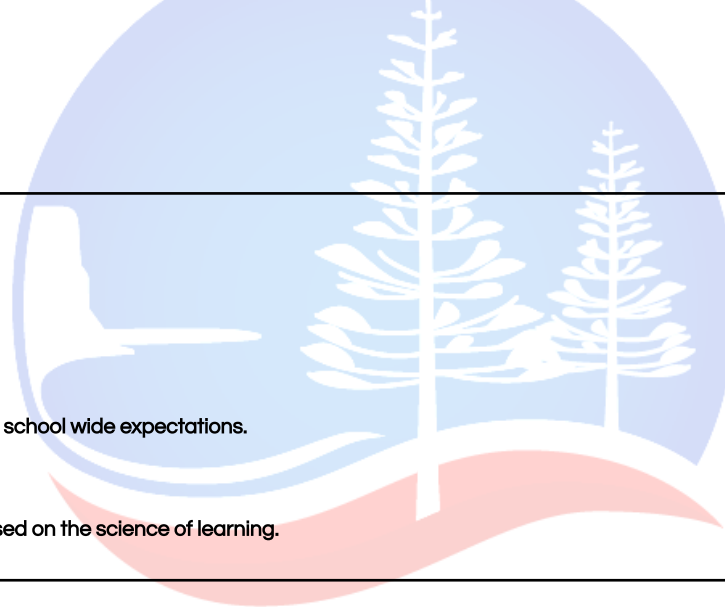
- Teacher PLD - the purpose of coaching and being an effective coach.
- A framework established.
- Teachers using coaching to inform their PGC and improve practice

Term 1	Who	Review
Evaluating teacher practice in maths	Jo / Deb	Planning shows that teachers are beginning to respond to teaching new content. Jo has strengthened the team overviews through term 1 and continued this work as we move into term 2.

		Jo has continued to manage the implementation of the changes in maths to maintain alignment across the teams. This has meant that teachers did not have access to workbooks and the Oxford platform in the first part of the term, but are now using the resources with understanding. This is informing planning across the school. The teacher only day in term 2 is currently reserved for maths and we will plan next steps as a leadership team.
Teacher only day - implementing next steps - maths	Jo	At the teacher's only day the focus was understanding how the Mid Bays scope and sequence and Oxford resources can be used to support the implementation of the curriculum. The ASLs presented a clear message that was in alignment with our school work. Some of the messaging reinforced what we had covered at the end of last year before new content was introduced. Teachers completed mid term planning for term 2 and further in some cases. We have an agreed Browns Bay Way for Maths ready for publication on the staff hub before the end of term 1.
Teachers to attend Writers Toolbox conference	Tanya	Two new leaders in the literacy team have attended a day course learning how to implement the sentence trains.
Scope and Sequence for English written to align NZC, Liz Kane's work and The Writer's Toolbox	Tanya / Literacy Team	Tanya has aligned the scope and sequence with practices and programmes that are currently in place. It has made it clear to year group leaders how to meet the content in the new curriculum.
Design and populate BBS Way Landing page	SLT / Cherie	
Induction meetings for new staff (ongoing as needed)	Tanya	30th February Tanya adopted a coaching approach to the sessions and observed how productive it was to work as a group. Tanya has developed a format for the teachers to track their own progress and will meet again in week 3 when other teachers are continuing their coaching. Tanya was mindful of the amount that the teachers have to learn and a timeframe for completing the process was discussed. We are expecting that it will take the majority of the year to provide good support. 31st March Tanya continues to work with the group. The teachers have appreciated the sessions and they are just about frequent enough for Tanya to be responsive and continue to develop the programme. Parent / teacher conferences are an example of something that was missing but she was able to respond to. The sessions have helped to deliver consistent school wide messaging. New staff will continue to work through the induction programme in term 2 and it is our current expectation that they will not join coaching groups for the remainder of the year.
Coaching PLD - Jo Robson following by 3 coaching sessions in groups of 3	SLT	30th February From an SLT perspective Jo's session met the brief. She introduced the skills and dispositions within a broad framework, but has left us to develop our own model. Anecdotally, at the end of the session lots of experienced teachers indicated that their knowledge levels stayed the same. This may be the case, but the quality of the questions and first coaching sessions suggests that it was still very worthwhile. Feedback from teachers can be found here. 31st March Most teachers have engaged with three coaching sessions through the term, and have shared a summary. They have also had the opportunity to offer further feedback after the second session. At the final meeting teachers were asked to share a summary of the work this term with the principal. As well as coaching sessions a small part of the meeting was put aside to continue to develop coaching skills; ensuring that the goal is focussed on specific outcomes and using the 'what else' prompt to ensure teachers can clearly articulate 'what good looks like.' The summaries are very varied. There are a small number of teachers who do not show any signs of having changed their practice. Their goals are not aligned with the science of learning and observations suggest that they have not introduced anything new into their practice.

		<p>Most teachers have chosen a goal that aligns with the science of learning. Some have strong evidence to show they have made an impact on progress and achievement. While all teachers have evidence there is a focus in some cases of 'proving they did the thing' rather than focussing on achievement.</p> <p>Moving into term 2, building the coaching around the implementation of changes to writing is a way that we can align the PLD and ensure that teachers are focussed on the science of learning. I think it will be helpful to have 'what good looks like' unpacked in significant detail and researched linked so that teachers align their goal with this.</p>
Redesign of PGC	Jo / Teresa	<p>30th January All experienced teachers have a draft PGC format completed with their first coaching goal. 1 teacher was absent and has not had the coaching session. A plan is in place for updating the training. The PGC form was helpful for introducing teachers to a framework for coaching. The questions seemed to help those who were coaching to ask good questions and supported thoughtful responses. Feedback from teachers at the next coaching session should inform refining that moving forward.</p> <p>31st March See above</p>
Teacher only days and staff meetings on using the Dibels assessment tool	Tanya	<p>30th January The Dibels assessment appeared to be well received by teachers at the training. Rachel and Tanya did a great job of introducing the thinking behind the changes and staff seemed frustrated by the previous systems and ready for change. Feedback on the PLD is here.</p> <p>20th February At the optional staff meeting for teachers there was a catch up session for one teacher who was absent on the day. Senior leaders have made time to observe teachers administering the tests to understand the process better.</p> <p>31st March Dibels data is being used to inform planning and support groups for term 2. A number of things have arisen from the data. The two most significant are that some of our ESOL students who are attending the P1 ELIP class are achieving well according to Dibels. The second is that our current practice is to report on structured literacy as a whole. The Dibels results showed that when children were tested on reading only the data looked quite different and that teachers need to respond to this in teaching in term 2.</p>
Team leader meetings (0-3) (4-6)	Jo / Liz / Teresa Jo / Tanya / Teresa	<p>We have had positive feedback from team leaders. There is evidence from minutes and discussion that all teams are talking more about teaching and learning and that we are seeing increasing alignment across the school. The meetings do not always have a natural flow as the wider leadership team sometimes meet in between and it is difficult to make decisions with everyone having had the same amount of information. A recommended change for term 2 is that we cut the wider leadership meetings to every three weeks, following the individual team meetings.</p> <p>As a result of the team meetings we have been able to support two team leaders in more depth. Both team leaders have worked with Jo Robson on establishing group norms for their teams. One whole team has worked with Jo and a plan for working together more collaboratively has been established.</p> <p>By this point we hoped that team leaders would have set an individual leadership goal, but this has not been achieved. A restructure of the meetings should make more time for this.</p>
Term 2		
Evaluating and responding to teacher practice in maths	Jo / Deb	

Staff meetings - unpacking the 12 sentence types and using the sentence trains.	Tanya / Literacy Team	
Mid year data review; end of 2024 / mid 2025 / PATs / ELLPs / SL testing / Dibels and using other assessment tools to triangulate if necessary	SLT	
Update BBS Way landing page	SLT / Cherie	
Team leader meetings (0-3) (4-6)	Jo / Liz / Teresa Jo / Tanya / Teresa	
Evaluate alternative SMS	Jo / Teresa	31st March During term 1 we made some progress on this because of some offers being made to the school from Hero. Liz and Tanya attended an introductory seminar, Teresa and Cherie visited a school to discuss the transition from a tech perspective, Jo and Teresa visited a school who transitioned this year and the office team have attended an online session and are following this up with a visit to a local school.
Term 3		
Staff meetings establishing good practice in implementing the Writer's Toolbox related to the science of learning		
Update BBS Way landing page		
Team leader meetings (0-3) (4-6)	Jo / Liz / Teresa Jo / Tanya / Teresa	
Term 4		
End of year data review; end of 2024 / mid 2025 / PATs / ELLPs / SL testing / Dibels and using other assessment tools to triangulate if necessary	SLT	
Observations and feedback on implementation of English curriculum	SLT	
Team leader meetings (0-3) (4-6)	Jo / Liz / Teresa Jo / Tanya / Teresa	
Implementation of an agreed "Browns Bay Way" for teaching English and maths. Accelerated achievement for identified groups of students using Dibels Specific instruction of the sentence types within The Writer's Toolbox.		



Students are able to reflect on their work using the language of The Writer's Toolbox.

New teachers inducted to school and confident teaching the Browns Bay Way.

Improved teaching practice reflected in the teachers PGC.

Greater coherence across teams and across the school.

Leaders confident to support their own teams with coaching, mentoring and implementing school wide expectations.

Meeting agendas and minutes focussed on raising practice and achievement.

Planning, observations and feedback on practice showing improved teaching practice based on the science of learning.

Community

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

Primary Objectives

Every student at the school is able to attain their highest possible standard in educational achievement

Links to Education Requirements

Ministry of Education revised curriculum implementation framework

Annual Goals

- Improve communication to engage all stakeholders in more effective ways
- For all communication to be sent home in a way that is accessible to all stakeholders
- Review reporting to parents to align with curriculum changes
- Review alternative SMS providers and (if appropriate) plan for transition to a new platform

What we will see / Actions

A communications plan shared with staff and community so everyone understands how communication will be sent / received

- Parents using the school app for all whole class / year group or class messaging with Hail used as the main tool

<p>Midyear and end of year reporting aligns with the most recent Ministry Guidelines</p> <p>By July a recommendation to the the board about the best SMS to meet the needs of the school and community, with a transition plan if required</p>		
Term 1	Who	Review
Update of the school website so information and signing up for sports teams is easily accessible to parents	Cherie	
All team newsletters and communications to be published through Hail	Teresa	
Training for Hail for all staff who would like to self publish	Teresa	
Parents signed up for Spotlight App - communications going home via the App and using 2024 processes	All staff / Heidi / Teresa	
Review reporting recommendations and plan for mid-year / end of year changes	SLT	
Term 2	Who	Review
Collect data on approved SMS providers contact users	Teresa / Jo	
Review requirements develop a brief for the school; <ul style="list-style-type: none"> • Reporting to parents • Internal reporting learning and behaviour • Finance • Communication • Finance • Library • Absences 	SLT / Sue / Tammy / Team leaders	
Meet providers to evaluate against brief		
Term 3	Who	Review
Report to the board on recommendations	Teresa	

Report to wider leadership team and teachers	Teresa	
Develop a transition plan if needed		
Term 4	Who	Review
Plan for / begin transition		

TE TIRITI O WAITANGI

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

Primary Objectives

Every student at the school is able to attain their highest possible standard in educational achievement

Links to Education Requirements

Ministry of Education revised curriculum implementation framework

Annual Goals

- To re-engage Māori whanau with educational goals
- To increase the amount of te reo spoken at school

What we will see	Who	Measures
Termly whānau hui with increased participation and leadership from whānau	Teresa	
School leadership responding to feedback from whānau hui	Teresa	
An established relationship with Te Herenga Waka o Orewa	Teresa	
Māori students being involved with and leading in the leadership of tikanga	Teresa	



Attendance

Primary Objectives

Every student at the school is able to attain their highest possible standard in educational achievement

Increase the number of students attending school for 80% of the time

Links to Education Requirements

Increasing school attendance

Annual Goals

An attendance target for 2025 is an addition to our strategic and annual planning, in response to national targets. As a school we have fallen below the national target, with our data showing that 70% of students attended school for 90% of the time in 2024.

Of the students who attended school for less than 90%, the majority of absences are explained. For the most part these are explained by the need to travel to visit family, support family who are overseas or travel for other reasons. We have a small number of students who have unexplained absences and process are in place for these students. These will be reviewed and further actions taken if necessary.

What we will see	Who	Measures
Attendance review as a weekly part of SLT meetings, tracking all students who fall below 80%	Teresa	
Contact made with parents when attendance falls below 80%	Teresa (SLT)	
Ongoing communication with parents making them aware of expectations and the importance of regular attendance	Teresa	
Engagement with attendance services	Teresa (SLT)	