

BROWNS BAY SCHOOL

Building Leaders and Learners

CHARTER

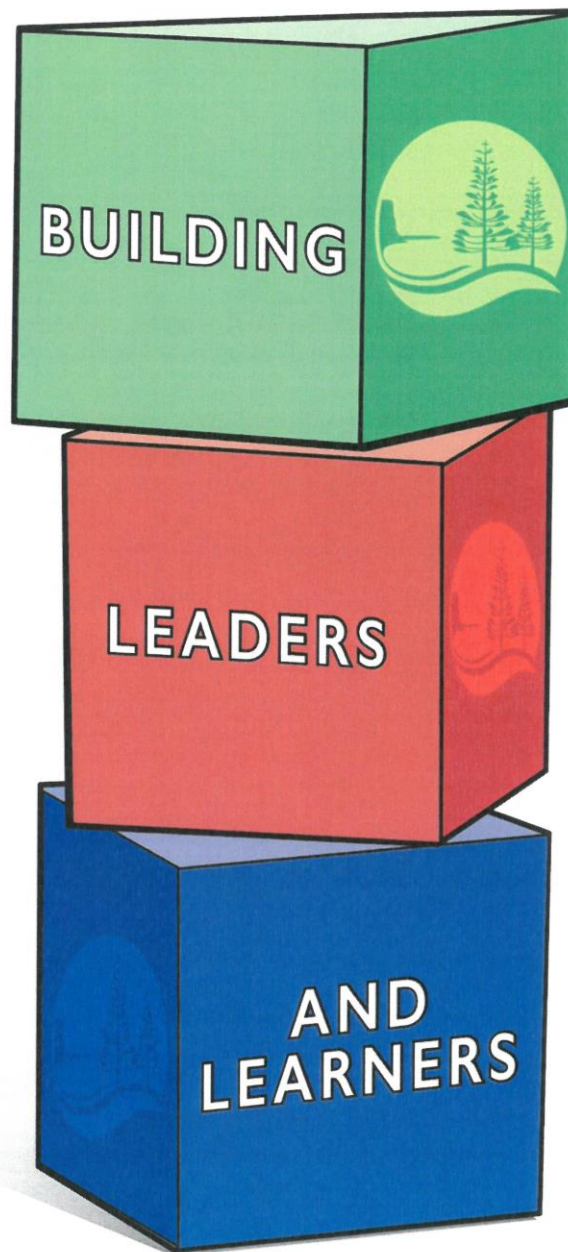
Vision

Strategic Plan

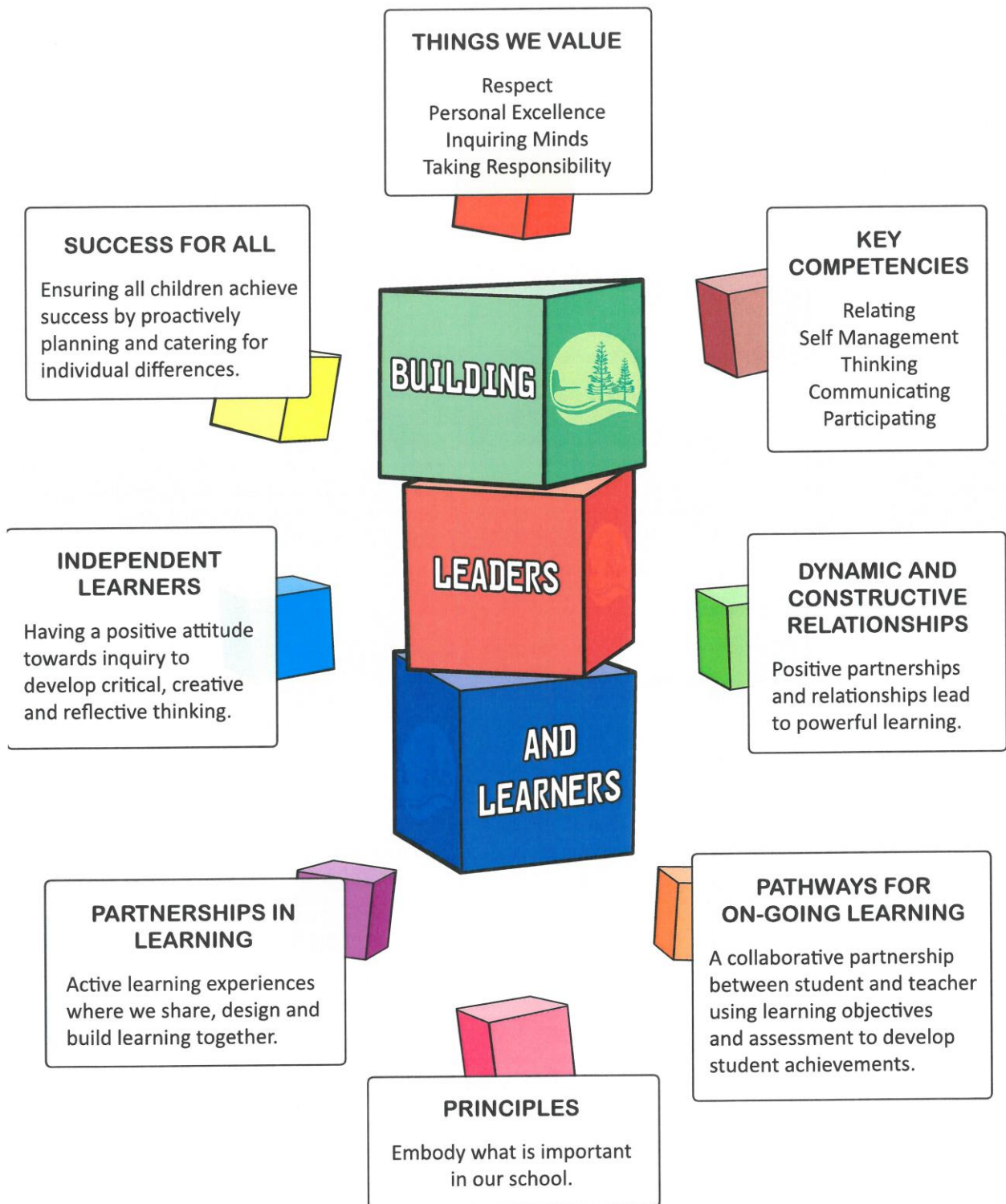
Action Plan



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

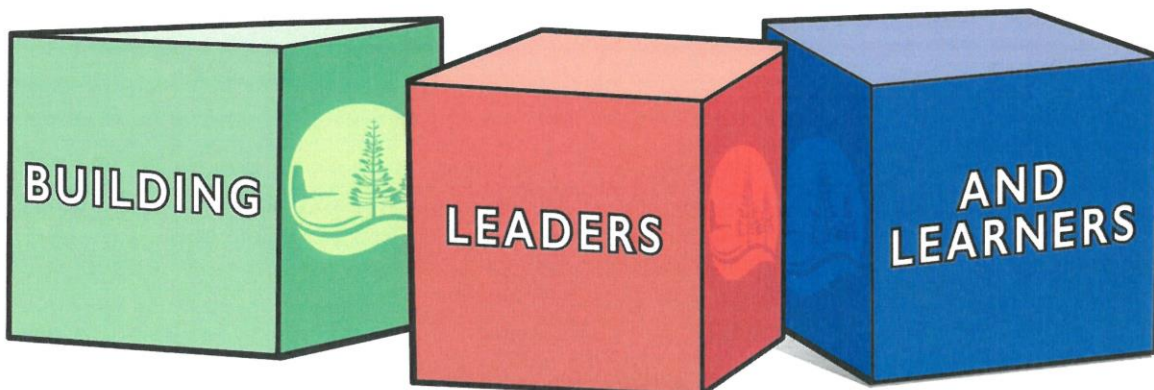
Learning is meaningful for all learners, connecting and fostering partnerships with their family, whanau and wider community

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 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 **2017 – 2019**

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 coaching programme
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 to increase the achievement in our Priority Learners

STRATEGIC PLAN			
	2017	2018	2019
NAG 1 Student Learning	<p>Curriculum – School focus</p> <ul style="list-style-type: none"> Mathematics (Cognition Ed) <p>Community of Learning</p> <ul style="list-style-type: none"> Maths (Progressions / Talk Moves) <p>Pathways to Success (Effective Teaching Practices)</p> <ul style="list-style-type: none"> Personalised Learning / Student Self Efficacy (Leadership Team) <p>e-Learning</p> <ul style="list-style-type: none"> Cyber Safety / GAFE / Hapara Infrastructure Review (Equipment) <p>PMP</p> <ul style="list-style-type: none"> Research and evaluate <p>Environmental Education</p> <p>Ka Hikitia</p>	<p>Curriculum – School focus</p> <ul style="list-style-type: none"> Mathematics <p>Community of Learning</p> <ul style="list-style-type: none"> TAI Project Maths <p>Pathways to Success (Effective Teaching Practices)</p> <ul style="list-style-type: none"> Personalised Learning / Student Self Efficacy (whole school) Thinking Essence Statements <p>e-Learning</p> <ul style="list-style-type: none"> GAFE / Hapara Strategic Plan (2018 – 2020) <p>PMP</p> <p>Ka Hikitia</p>	<p>Curriculum– School focus</p> <ul style="list-style-type: none"> Reading <p>Community of Learning</p> <ul style="list-style-type: none"> TAI Project Writing <p>Pathways to Success (Effective Teaching Practices)</p> <ul style="list-style-type: none"> Personalised Learning / Student Self Efficacy (embedded) <p>e-Learning</p> <ul style="list-style-type: none"> GAFE / Hapara <p>Ka Hikitia</p>
NAG 2 Review	<p>Hautu</p> <p>BOT Assurance Statement</p> <p>Sports Administration Review</p> <p>ESOL Organisation</p>	<p>Hautu</p> <p>BOT Assurance Statement</p> <p>Community Survey</p> <p>Health Survey</p>	<p>Hautu</p> <p>BOT Assurance Statement</p>
NAG 2A National Standard	MOE Reports	MOE Reports	MOE Reports

STRATEGIC PLAN			
	2017	2018	2019
NAG 3 Personnel	Professional Development <ul style="list-style-type: none"> • Maths • Cyber Safety • Personal • Leadership Team – Personalised Learning Conference • PLG (in school) • Elective PD Performance Management / Coaching Building Leaders and Learners <ul style="list-style-type: none"> • Middle Management • Personalisation 	Professional Development <ul style="list-style-type: none"> • Maths • Cyber Safety • Personal • Personalised Learning • PLG (in school) • Elective PD Performance Management / Coaching Building Leaders and Learners	Professional Development <ul style="list-style-type: none"> • Reading • Cyber Safety • Personal • Personalised Learning • PLG (in school) • Elective PD Performance Management / Coaching Building Leaders and Learners
NAG 4 Property & Finance	10 Year Property Plan Roll Growth Management / Classroom Budget Review / Priorities	10 Year Property Plan Roll Growth Management Playground (Jnr)	10 Year Property Plan Roll Growth Management
NAG 5 Health & Safety	Food Regulations Health and Safety Committee established		
NAG 6 Admin	Administration Requirements	Administration Requirements	Administration Requirements BOT Election
NAG 7 Charter	Charter Review	Charter Review	Charter Review
NAG 8 National Standard Reporting	National Standard Report	National Standard Report	National Standard Report

2017 ANNUAL PLAN - CURRICULUM

NAG 1

Curriculum – School focus

- Mathematics (Cognition Ed)

Community of Learning

- Maths (Progressions / Talk Moves)

Pathways to Success (Effective Teaching Practices)

- Personalised Learning (Leadership Team)

e-Learning

- Cyber Safety / GAFE / Hapara
- Infrastructure Review (Equipment)

PMP

- Research and evaluate

Environmental Education

Ka Hikitia

Action Required	Who	When	Resourcing	Strategic Goals	Expected Outcome
Curriculum – School Focus <ul style="list-style-type: none"> • Mathematics (see Maths Plan) 	Marie Hirst Cognition	2016	Professional Development	1	Teachers will be up-skilled in Numeracy (especially those that have not been through a Numeracy Project training)
a) Review the staff feedback from staff and observations completed in 2016 and establish strengths and needs in the areas: <ul style="list-style-type: none"> ○ Effective mathematics pedagogy ○ Use of data to inform teaching and learning ○ Maths content knowledge ○ Catering for diverse learners ○ Engaging with Community ○ Teaching as Inquiry 	Maths Team	Term 1: 26 January (TOD) 28 February 7 March 8 March		2	Teachers will undertake a “Teaching as Inquiry” project as part of their Team with a focus on Priority Learners.
b) Review student feedback to establish students views of strengths and needs in the areas: <ul style="list-style-type: none"> ○ Assessment data ○ Mathematical language and communication ○ Student efficacy 		Term 2 TBC		3	
c) Establish purpose and goals for the main areas: <ul style="list-style-type: none"> ○ Students ○ Teacher development ○ Leadership / governance ○ Parent / family / whanau 				4	The Mathematics Essence statement will be reviewed and re-designed if necessary.
				5	Effective teaching practices are embedded and are consistent across the school as shown through teaching practice. The Appraisal Process will evaluate this over the year. Student achievement will be enhance and learning accelerated with the focus on effective teaching practices in the classroom.
				6	
				9	
				10	The Mathematics assessment guidelines will define clear practice on assessment in mathematics

Community of Learning: Writing and Maths (see COL Action Plan) <ul style="list-style-type: none"> a) Reconnaissance of our present teaching of writing and maths pedagogy across all classrooms to confirm the hunch that Talk Moves and clear Maths Progressions will support the Maths pedagogy. b) Meeting with students, teachers and parents to gauge views and dispositions towards maths; c) Identify 'good practice' for the teaching of maths with staff from each school, and in-school leaders to share this information with the community; d) In-school team to form an 'action plan' for the implementation of new strategies (Talk Moves and Maths Progressions) for the teaching of maths to our priority learners (and beyond); e) Other COL In-school leaders to critique action plans f) In-school Team to use the critique to revise the actions plans; g) Implement the Action Plan h) Inform the Browns Bay School Community of the Plan and the goals / aspirations of the COL Action Plan i) Self –Review and Evaluation of the Plan utilising feedback and assessment tracking <ul style="list-style-type: none"> o E-asTTle assessments o Data base for PL Writing and Maths o Review of Student Voice 	In-school Team: Donna Fearon (Writing) Carrie Jackson (Data) Deb Pulman (Maths) Jo Hewitt & Principal	Term 1 Term 1 Term 1 Term 1 Term 1 Term 1 - 4 Term 1 All year	Community of Learning	2 3 4 5 6 7 9 10	Professional development in writing and maths with staff meetings, in-class and across school support linked to the Action Plan. The professional development will provide teachers with support to teach effective maths skills. Priority students not on track to meet National Standards are identified and support programmes put in place. In – school Team will identify an area to develop (Maths Talk Moves and Maths Progression) and complete an Inquiry into this area.
Pathways to Success (Effective Teaching Practices) <ul style="list-style-type: none"> a) Senior Leadership to complete a TAI process to develop a shared understanding of Personalised Learning at BBS b) The process will also develop a plan on the implementation of this shared understanding across the school. 	Senior Leadership Team	Term 1 and 2	Building Leaders and Learners Community of Learning		The Senior Leadership Team reviews current literature and plans for a process to see the establishment of a personalisation pedagogy across the school: <ul style="list-style-type: none"> - A shared vision - A plan of action
e-Learning <ul style="list-style-type: none"> a) The ICT Plan is reviewed and developed further with particular focus on providing: <ul style="list-style-type: none"> o A programme on Cyber Safety for all Year levels to support students and teachers. o A review of the current e-learning Infrastructure to provide guidance to the Board on future expenditure. 	eLearning Team	Term 1 Term 2			The ICT Plan is reviewed with a focus on ensuring teacher skills are continually up-dated and that e-learning in classrooms is safe and appropriate for all students. The ICT plan regarding the purchasing and management of ICT tools is clearly outlined

Perception Motor Programme a) The Perceptual Motor Programme (PMP) is investigated to determine whether it is a viable programme to add to BBS. b) A decision is made on whether to proceed with the programme (academic viability, finance, resourcing, timetable, space)				2 5 8	A decision on whether or not to proceed with PMP at Browns Bay School is made for Junior students.
Environmental Education a) Appoint an Environmental Resource person to manage the <ul style="list-style-type: none"> Vege Gardens Recycling processes Litter (Litter free lunches) School Gardens b) The ER person will review the current environmental processes and procedures in BBS. c) The ER person will liaise with the Auckland City Council Environmental Team and the Property Officer to develop an educational plan for Environmental Education at BBS d) The ER person will present a plan to the Senior Management Team outlining : <ul style="list-style-type: none"> Schoolwide recycling processes Environmental education utilising our school gardens 	Environ. Resource person	Term 1 Term 1 Term 2			An Environmental Plan for the school is established involving gardens, waste management, educational plan, vegetable gardens etc. to enhance our Environmental Educational programme
Ka Hikitia a) The Maori Whanau Group will meet each month to be informed of, and to inform Maori student achievement. b) The Kapa Haka group perform at selected events. c) The te reo programme continues to be supported by the CRT teacher and resources	Ka Hikitia Team	Termly	Maori	1 2 7	Whanau Meetings provide a voice for Maori parents and students. Māori enjoying education success as Māori is a key aspiration for this group. Maori language and culture is developed across the school and is a visible presence in the school environment.

2017 ANNUAL PLAN – DOCUMENTATION AND REVIEW

NAG 2

Hautu BOT Assurance Statement Sports Administration Review ESOL Organisation

Action Required	Who	When	Resourcing	Strategic Goal	Expected Outcome
Hautu a) The Hautu Plan is reviewed and the BOT set goals for the continued implementation of a Maori perspective in BOT governance.	BOT	Term 1			The BOT continues to review its processes with a Maori perspective
BOT Assurance Statement a) Analyse the results of this self-review and make recommendations for future development. b) BOT training in self -review is undertaken c) BOT investigate ways to develop and enhance communication with the Community	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 are aware of BOT role
Sports Programme Review a) Review personnel organisation around the administration of after-school sport events b) Ensure productive and efficient use of personnel e.g. website, kindo c) Review equity of equipment being provided to Sports teams	Sports Coordinator SLT	Term 1	KiwiSport	9	The administration of the after school sports events is organised smoothly and teacher time is reduced in this area. Sports equipment is shared in an equitable manner
ESOL Organisation a) Review the number of ESOL students attending the school b) Use this information to develop a streamlined organisation for support programmes c)					The increasing numbers of ESOL students will be catered for through an effective and manageable programme

2017 ANNUAL PLAN – DOCUMENTATION AND REVIEW

NAG 2A

MOE Reports

Action Required	Who	When	Resourcing	Strategic Goal	Expected Outcome
MOE Reports a) NAG 7 and 8 reports are provided in a timely manner	Principal	Term 1		4 9	The reports required by MOE are completed

2017 ANNUAL PLAN – PERSONNEL

NAG 3

Professional Development

- Maths
- Cyber Safety
- Personal
- Leadership Team – Personalised Learning Conference
- PLG (in school)
- Elective PD

Performance Management / Coaching

Building Leaders and Learners

- Middle Management
- Personalisation

Action Required	Who	When	Resourcing	Strategic Goal	Expected Outcome
Professional Development <ul style="list-style-type: none"> • Schoolwide focus on: • Maths • Cyber Safety • Personal • Leadership Team – Personalised Learning Conference • PLG (in school) • Elective PD 	DP	All Year	Prof. Dev budget	1 2 6 7	Teacher practice is developed across the school and individually for optimum student achievement.

Performance Management / Coaching <ul style="list-style-type: none"> Maintain the structure of the Coaching model with separation between Coach and Team Leader Maintain Appraisal Connector for the storage of TRC and Appraisal information 	SLT	Term 1 - 4	Appraisal budget	1 5 6 9	The Coaching model is strengthened through the separation of coaching and compliance aspects of Appraisal. Appraisal Connector allows staff to store Appraisal information and link reflections to TRC
Building Leaders and Learners (BLL) <ul style="list-style-type: none"> Team Leader Role and Performance Management Curriculum 	DP Jan Hill	All Year	Prof Dev budget	1 9	External facilitator provides staff training for Team Leaders on Leadership skill and takes a role in developing the Personalisation Plan for the Senior Leadership Team.

2017 ANNUAL PLAN – PROPERTY/FINANCE					NAG 4
10 Year Property Plan Roll Growth Management / Classroom Budget Review / Priorities					
Action Required	Who	When	Resourcing	Strategic Goal	Expected Outcome
10 YPP <ul style="list-style-type: none"> Property Committee action the new 10 YPP Plan to the BOT. <ul style="list-style-type: none"> Skylights/Flashing Distribution Board Rms 18 - 21 Cyclical Maintenance <ul style="list-style-type: none"> School sections re-painted 	Property Principal		5YP / 10YA Cyclical		A long term Property Plan of the school is continued that utilises all the physical space at Browns Bay School.
Roll Growth Management <ul style="list-style-type: none"> Management of OoZ and Classroom space <ul style="list-style-type: none"> Installation of new room 	BOT	All year			School accommodation is appropriate for the number of students

2017 ANNUAL PLAN – HEALTH AND SAFETY					NAG 5
Food Regulations Health and Safety Committee established					
Action Required	Who	When	Resourcing	Strategic Goal	Expected Outcome
Food and Nutrition <ul style="list-style-type: none"> Review the Food and Nutrition Policies and Procedures 	BOT	Tm 2		1	The school procedures and policies reflect the expectations of the school community
Health and Safety Committee established <ul style="list-style-type: none"> Policies and procedures are implemented through the establishment of a Health and Safety committee 	All staff	Tm 1 - 2		9	The school procedures and policies are compliant with the new legislation

2017 ANNUAL PLAN – ADMINISTRATION					NAG 6
Administration Requirements					
Action Required	Who	When	Resourcing	Strategic Goal	Expected Outcome
Administration Requirements <ul style="list-style-type: none"> Business as Usual Plan is documented and links to the Charter 	Principal	All Year		1	All administrative requirements are completed in a timely and professional manner.

2017 ANNUAL PLAN – CHARTER						NAG 7
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.	

2017 ANNUAL PLAN – NATIONAL STANDARDS REPORT						NAG 8
Report						
Action Required	Who	When	Resourcing	Strategic Goal	Expected Outcome	
National Standard 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 National Standards.	