



Browns Bay School

EFFORT BRINGS REWARD

Browns Bay School

**Three Year
2023 – 2025 Strategic Plan**

**Annual Plan
2023**

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.

OBJECTIVES	OBJECTIVE 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	OBJECTIVE 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	OBJECTIVE 5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
PRIORITIES	2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy <small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small>	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

How is BBS currently meeting the NELP’s

NELPS	BBS Goals Delve into each NELP - asking things like, what are we currently doing well in relation to this goal? What more can we do? How will this be demonstrated in our plans, practices, and review processes?	
OBJECTIVE 1: LEARNERS AT THE CENTRE Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	<i>To further develop the inclusive and supportive environment for all learners</i>	Values PB4L Health programme: Life Ed, Kia Kaha, Cool schools: Friendship Games, Peer Mediators EAP Health and Safety Team Wellbeing Team Outside Agencies
Priority 2: Have high aspirations for every learner/akonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<i>To continue to promote across the community a shared vision for the school that is focused on the future and based around development, growth and continuous improvement</i>	Strategic Plan / Consultation ERO Pathways to Success Parent Conferences Curriculum Mapping
OBJECTIVE 2: BARRIER-FREE ACCESS Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	<i>To effectively implement all aspects of the New Zealand Curriculum using a student-centred Inquiry learning approach. (Expand this to include barriers)</i>	UDL Approach Learning Support: Intervention programmes ESOL Individual Education Plans Target / Priority students Assessment for Learning Te Matai Collaborative Teaching
Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	<i>To enhance student outcome across the school with accelerated learning for literacy and mathematics</i>	Literacy and Maths focus Curriculum Refresh: Essence Statement
OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<i>New Goal To honour Te Tiriti o Waitangi and incorporate te reo Māori and tikanga Māori into school life</i>	Ka Hikitia Te Reo Programme Whānau Hui Hautu
Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<i>To build increasingly effective teaching practices through further refining and extension of the school wide teaching as inquiry so that student engagement and accelerated progress is maximised for all learners.</i>	Professional Growth Cycle Inquiry Learning PLD Programme

Strategic Plan Plan 2023 – 2025 Overview

NELP	BBS	2023	2024	2025
<p>OBJECTIVE 1: LEARNERS AT THE CENTRE</p> <p>Priority 1:</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><i>To further develop the inclusive and supportive environment for all learners</i></p>	<p>Positive Behaviour for Learning (PB4L)</p> <p>Wellbeing</p>	<p>PB4L</p> <p>Wellbeing</p> <p>Staff Survey implemented</p>	<p>PB4L</p> <p>Student Survey implemented</p> <p>Staff Survey</p>
<p>OBJECTIVE 1: LEARNERS AT THE CENTRE</p> <p>Priority 2:</p> <p>Have high aspirations for every learner/akonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><i>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</i></p>	<p>ERO</p> <p>Strategic Plan (develop)</p> <p>Community links strengthened</p>	<p>ERO</p> <p>Strategic Plan (review)</p> <p>Community links strengthened</p>	<p>ERO</p> <p>Strategic Plan (review)</p> <p>Community links strengthened</p>
<p>OBJECTIVE 2: BARRIER-FREE ACCESS</p> <p>Priority 3:</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support need</p>	<p><i>To effectively implement all aspects of the New Zealand Curriculum using a student centred Inquiry learning approach</i></p>	<p>UDL Approach</p> <p>Learning Support</p> <p>Attendance Monitoring</p>	<p>UDL Approach</p> <p>Learning Support</p>	<p>UDL Approach</p> <p>Learning Support</p>
<p>OBJECTIVE 2: BARRIER-FREE ACCESS</p> <p>Priority 4:</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p><i>To enhance student outcomes across the school with accelerated learning for literacy and mathematics (ERO)</i></p>	<p>Structured Literacy:</p> <p> Structured Literacy -Liz Kane (Y1 - 2)</p> <p> Spelling: The Code Spelling (Y3 - 6)</p> <p>Recovery learning</p> <p>Curriculum Refresh</p> <p>Social Science (History)</p> <p>Assessment</p> <p>MLE Pedagogy (Y5 - 6)</p>	<p>Literacy</p> <p>Curriculum Refresh</p> <ul style="list-style-type: none"> English implement Mathematics & Statistics implement Review Science , Technology and Arts <p>Local Curriculum - Information sharing and Learning Partnerships</p> <p>Common Practice Model (investigate)</p> <p>Assessment</p> <p> Record of Learning (develop)</p>	<p>Mathematics</p> <p>Curriculum Refresh</p> <ul style="list-style-type: none"> Science, Arts and Technolgy implement Review Health & Physical Education and Learning Languages <p>Local Curriculum - revise technology learning area</p> <p>Common Practice Model (Implement)</p> <p>Assessment</p> <ul style="list-style-type: none"> Record of Learning Online format
<p>OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP</p> <p>Priority 5:</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><i>To honour Te Tiriti o Waitangi and incorporate te reo Māori and tikanga Māori into school life</i></p>	<p>Hauta</p> <p>BBS Kaupapa</p> <p>Te Reo Development</p>	<p>Te Reo PLD</p> <p>Hauta (BOT)</p> <p>BOT whānau Rep</p>	<p>Te Reo PLD</p> <p>Hauta (BOT)</p>
<p>OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP</p> <p>Priority 6:</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p><i>To build increasingly effective teaching practices through further refining and extension of the school wide teaching as inquiry so that student engagement and accelerated progress is maximised for all learners</i></p>	<p>Leadership Development</p> <p>Refine Inquiry process</p>	<p>Leadership Development</p> <p>Effective Teaching Practice</p>	<p>Leadership Development</p> <p>Effective Teaching Practice</p>
<p>Initiatives</p>		<p>10YPP</p> <p>Hall Development</p> <p>Ground Development</p> <p>ICT Plan: SNUP</p>	<p>School Planting Plan / ICT Plan: SNUP</p>	<p>School Planting Plan</p>

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Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying BBS Goal 1 To further develop the inclusive and supportive environment for all learners <ul style="list-style-type: none"> • PB4L (Main Focus) • Wellbeing ISL 					
Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
Positive Behaviour for Learning (PB4L)	Develop a consistent PB4L plan	<ul style="list-style-type: none"> • PLD team formed and continues to attend training sessions throughout the year • To develop, through whole staff consultation, a list of behavioural priorities that we want to work on. • Set aside 1-2 staff meetings for writing lessons. • Lesson focus being integrated into other parts of the day, for staff to notice when students are doing the desired behaviour and are praising for it. • Schedule regular feedback to the PB4 L team (via staff meetings). • Training sessions with the PB4L team however. 	Edwin - MOE SLT PB4L Team	Ongoing	
Wellbeing	<p>Students and staff wellbeing is maintained through a planned approach.</p> <p>Students and teachers are surveyed to assess any developments in wellbeing and to review progress across the Kāhui Ako</p>	<ul style="list-style-type: none"> • Wellbeing Team formed and meet regularly • ISL reviews International and National information • Network with other schools • Analyse 2022 Wellbeing @ school survey completed by Year 4 - 6 students, and staff, and trends identified. • Actions identified regarding the trends • Review the Effective Teaching Practices: Hauora • Develop a schoolwide Wellbeing Plan 	In-school Leader	Ongoing	

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Priority 2: Have high aspirations for every learner/akonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures BBS Goal 2 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 <ul style="list-style-type: none"> ERO Strategic Plan (develop) Community links strengthened 					
Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
ERO <ul style="list-style-type: none"> Literacy 	To work alongside ERO in reviewing Browns Bay School to strengthen teaching and learning practices to ensure progress and achievement in literacy are consistently equitable and excellent for all learners.	<ul style="list-style-type: none"> Review progress with ERO Officer <ul style="list-style-type: none"> continuing to build on effective teaching practice to support learners to progress and achieve in literacy ongoing in-depth inquiry and evaluation of literacy achievement information to ensure equitable outcomes for all learners, including Māori and Pacific learners. Provide appropriate documentation to support ERO Review 	Board Teachers	Ongoing	
Strategic Plan Review Process (linked to National Education and Learning Priorities)	From 1 January 2023, the new strategic planning and reporting framework will be introduced, and the NEG's and the NAGs will be removed. The new planning and reporting framework will require schools to show how they've reflected the NELP in their three-year strategic plans	<ul style="list-style-type: none"> Board reviews the NELP statements Board matches these to the existing BBS Strategic Goals to check on mismatches and/or connections. Board identifies the BBS activities that link to the NELPS e.g whānau Meetings Board consult school community on what their goals are for students at school <ul style="list-style-type: none"> Survey Focus groups Board draft a NELP Strategic Plan for January 1, 2024 	Board	Ongoing Term 2 Term 2 Term 3 Term 4	
Community links strengthened <ul style="list-style-type: none"> 	School will engage with community BBS supports the Kāhui Ako English Language Learners Group FOTS Māori whānau	<ul style="list-style-type: none"> 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 Signage around school will be inclusive 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 Kāhui Ako events will be shared with community Principal will attend the regular Kāhui Ako ECE meetings Principal will liaise and build relationships between the Kāhui Ako and ECE Principal will support the ECE Action Plan ISL and ASL Teams will meet regularly Discussions will be held with the ELL parents on the use and practicality of a communication. BOT member will help facilitate this group discussion. FOTS will meet regularly to achieve the goals of the Constitution Māori whānau will meet regularly to achieve Ka Hikitia goals 	ASL Teachers Property Leadership Team Leadership Team Principal ISL and ASL Principal Board / FOT Board / Māori Rep	Term 1 Term 1 Term 3 Term 2 and 3 Ongoing Monthly Termly	

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<p>Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support need</p> <p>Goal 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support need</p> <p>BBS Goal 3: To effectively implement all aspects of the New Zealand Curriculum using a student centred Inquiry learning approach.</p> <ul style="list-style-type: none"> • UDL Approach • Learning Support • Attendance Monitoring 					
Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
Universal Design Learning (UDL)	Programmes across the school are introduced with a UDL approach to enable best practice for the most students	<ul style="list-style-type: none"> • Best practice of teaching is the focus of programmes <ul style="list-style-type: none"> ◦ Oral Language programme (RTLb) introduced ◦ ELLP programme maintained 	SLT Teachers	Ongoing	
Learning Support	Programmes are maintained or introduced to support students with learning needs	<ul style="list-style-type: none"> • Effective Collaborative Practice with Teachers and TA's (TOD) • Interventions will be established that respond to concerns • Work with agencies for learning support and pastoral 	SLT Teachers	Ongoing	
Attendance Monitoring	Students are attending school regularly and whanau receive support.	<ul style="list-style-type: none"> • Review 2022 attendance by students and identify at risk students • Regular monitoring of 2023 attendance to identify students at risk • At risk students and whanau will be advised of concerns and expectations • Students and whanau will be supported to address attendance concerns • Outside agencies or personnel will be utilised where appropriate in a culturally responsive manner • Report to Board each term 	Principal Attendance Officer		

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<p>Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>BBS Goal 4: To enhance student outcome across the school with accelerated learning for literacy and mathematics</p> <ul style="list-style-type: none"> • Structured Literacy • Recovery Learning: Mathematics and Literacy • Social Science Curriculum Refresh develop • Assessment • MLE Collaborative Practice 					
Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
Structured Literacy:	A high functioning Literacy Team will be formed to review and revise Reading and Writing in order to ensure BBS teachers continue to deliver high quality literacy programmes.	<ul style="list-style-type: none"> • Structured Literacy -Liz Kane (Y1 - 2) and Spelling: The Code Spelling (Y3 - 6) • Literacy Team is formed • Team meet regularly <ul style="list-style-type: none"> ◦ Survey of staff and discussion on how reading programmes are implemented ◦ Review resources available to staff and identify gaps • Reading levels and standardised testing achievement and progress data will be shared with the BOT and community • Writing levels achievement and progress will be shared with the BOT <p>Analysis of Variance</p>	Jacky	Term 1 - 3	
Recovery Learning	A high functioning Literacy and Mathematics Team will be formed to ensure BBS teachers continue to deliver high quality literacy programmes.	<ul style="list-style-type: none"> • Focused teaching for each class after data analysis e.g ALiM groups or Writing groups or Reading groups depending on student needs in each class. <p>Analysis of Variance</p>	Teachers	Ongoing	
Curriculum Refresh	BBS will monitor Curriculum Refresh progress to ensure we are meeting the requirements	<ul style="list-style-type: none"> • Leadership and teachers will review and become familiar with the draft English and Mathematics Curriculum • Link with MOE Currriculum Refresh updates • Monitor the introduction of the Common Practice Model from MOE • Use Teacher Only days for staff to learn about new Curriculum guidelines • Review Local Curriculum / Assessment for Learning 			
Social Science (History)	A high functioning Social Sciences Team, lead by ISL, will be formed to ensure BBS teachers are prepared to deliver and deliver the new History curriculum.	<ul style="list-style-type: none"> • Identify the specific Progressions each year level will focus on. • Reviewing ODD/EVEN Year programme to ensure NZ History is covered • Reviewing the revised Social Science curriculum • Update the Social Sciences Essence statement to include the History and changes to Social Science curriculum from Term 2. • Link with MOE Currriculum Refresh updates • History Implemented in 2023 • Review Local Curriculum / Assessment for Learning 	ISL supported by Curriculum Team	Ongoing	
Assessment	Review the assessment and reporting to parents process due to changes in the NZ Curriculum	<ul style="list-style-type: none"> • Year 1 - 2 Literacy will need to reflect the Structured Literacy Programme • Review report format to report data to parents 	Curriculum Teams	Term 1 and 2	
MLE Pedagogy Y5 - 6	Utilising the PDL funding the Year 5 to 6 Team will continue their Learning on a Collaborative Learning Inquiry with the aim to develop a BBS document on Flexible teaching in a MLE	<ul style="list-style-type: none"> • The Year 5 to 6 Teams will work with Jo Robson on implementing the MLE Plan • The Inquiry will investigate the practical application of collaborative practice in a specific curriculum area • Draft guideline on teaching principles in a Modern Learning Environment will be developed 	Jo Robson SLT Year 5-6 Team	Ongoing	

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<p>Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>BBS Goal 5 <i>To honour Te Tiriti o Waitangi and incorporate te reo Māori and tikanga Māori into school life</i></p> <ul style="list-style-type: none"> Hauta BBS Kaupapa Te Reo Development 					
Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
Hauta	Māori whānau will provide input into the strategic direction of Māori studentsDevelop a visual representation of tikanga Māori across the school	<ul style="list-style-type: none"> Māori rep will be supported by the Māori whānau by attending the termly meetings Māori BOT rep will support the Māori whānau Māori whānau will meet regularly to discuss Māori achievement and organise the Te Ao Māori Day 	Board / Māori Rep	Termly	
BBS Kaupapa	Incorporate tikanga Māori into the fabric of the school	<ul style="list-style-type: none"> Signage to represent Te Ao Māori Art Plan across school Values in te reo BBS Karakia 			
Te Reo development	Staff will receive support for te reo pronunciation	<ul style="list-style-type: none"> Staff Meeting Te reo will be present in PB4L Names of our Year Groups 			

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<p>Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>BBS Goal 6 To build increasingly effective teaching practises through further refining and extension of the school wide teaching as inquiry so that student engagement and accelerate progress is maximised for all learners.</p> <ul style="list-style-type: none"> Leadership Development Refine Inquiry process 					
Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
Leadership Development	Staff have opportunity to develop leadership skills in Browns Bay School	<ul style="list-style-type: none"> Aspriing Leadership group working with Jo Robson Leadership development with Team Leaders In-school Leaders attend Kahui Ako training when available Additional ISL position made avaialbe 	Teachers Jo Robson	T2 - 3	
Refine Inquiry process	Teacher Inquiries are relevant to teacher and school. Inquiry process is refined to ensure all forms of evidence are utilised	<ul style="list-style-type: none"> Whole school Inquiry will be a focus on Literacy: Structured Literacy / The Code / Target Groups Identify the areas of Inquiry for each teacher Establish the forms of evidence that can be used to support Inquiry (e.g. Minutes, assessments) 			

2023 ANNUAL PLAN	
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- 10 Year Plan Project
- Hall Development
- Grounds Development
 - Gardens
 - Tiger Turf
 - Markings
 - Field

Area of focus	Outcome	What will be done?	Who?	When	Progress Comments
10 Year Plan	The School site is kept maintained and / or up graded	<ul style="list-style-type: none"> Roofing Replacement Block 1 and 3 (10YPP funded) 	Property Manager	T3 - 4	
Hall Development		<ul style="list-style-type: none"> Plan developed for the maintenance of the School Hall (70% owned by the Board) <ul style="list-style-type: none"> Exterior Paint Floor maintenance Interior Painting Fan maintenance Kitchen and Toilet area maintenance 	Principal	Term 1	
Grounds		<ul style="list-style-type: none"> Gardens <ul style="list-style-type: none"> Planting Plan / Pricing Tiger Turf <ul style="list-style-type: none"> Senior Court Plan / Pricing Markings <ul style="list-style-type: none"> Junior Court / Pricing Field Repair <ul style="list-style-type: none"> MOE replacement of soils and grassing 	Principal	Term 1 Term 3	
School Network Update Programme (SNUP)	The school ICT network is stable and robust for future development	<ul style="list-style-type: none"> MOE lead project to replace the School Computer Network 	Principal eLearning Lead MOE N4L		