

# BROWNS BAY SCHOOL

Building Leaders and Learners

## CHARTER

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Vision

Strategic Plan

Action Plan



# 1. Vision



# Our Vision

## THINGS WE VALUE

Respect / Manaakitanga  
Personal Excellence / Tu Rangatira  
Inquiring Minds / Whai Whakaaro  
Taking Responsibility / Takohanga

## COLLABORATION

**We go further together**

*Our School Community (student / teacher / whanau) works together to achieve common goals.*

## RESPONSIVE & HOLISTIC TEACHING & LEARNING

**We all 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.**

*Our focus is to build within ourselves and others positive holistic qualities and actions.*

## INCLUSION

**We are one**

*Our learners are respected and appreciated as valued members of the BBS community.*

## LEARNER AGENCY

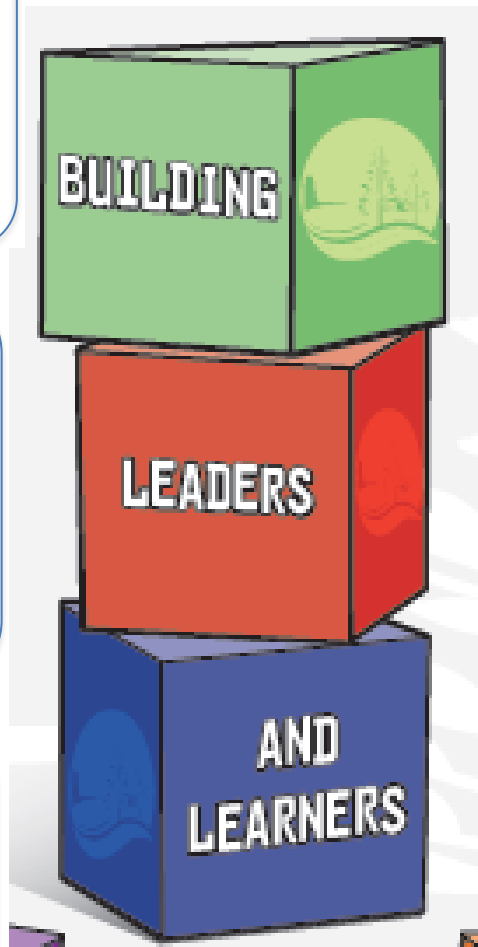
**We own our learning**

*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.*

## SMART SYSTEMS & ROUTINES

**We work smarter not harder**

*Our commitment is to integrate digital technologies to maximise learning opportunities.*



## STRATEGIC GOALS

**EFFORT BRINGS REWARD**

**KA PUTA TE HUA**

# Building Leaders and Learners

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 21<sup>st</sup> 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.

**Our learning is ongoing, a never-ending journey.**

## 2. 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 develop innovative learning environments and opportunities to unlock the potential of our students, and develop in them the capacity for life-long learning.
- To acknowledge that education of a child involves three key relationships - the child, the teachers and the family/whanau. All three must collaborate together to ensure learning occurs.
- 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.

## 3. Strategic Goals

1. To continue to promote across the community a shared vision for the school that is focused toward the future and based around the development, growth and continuous improvement.
2. To enhance student outcome across the school with accelerated learning for literacy and mathematics
3. To build increasingly effective teaching practices through further refining and extension of the school wide teaching as inquiry so that student engagement and accelerated learning is maximised for all learners
4. To effectively implement all aspects of the New Zealand Curriculum using a student centred inquiry approach
5. To further, develop the inclusive and supportive environment for all learners.

# 4. Things we Value

## Respect / Manaakitanga



- 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

## Personal Excellence / Tu Rangatira



- Be your best
- Have a 'can do' attitude
- Persevere to achieve your goals and challenges
- Be resilient



## 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

## 5. NZ Curriculum

### **These are the New Zealand Curriculum Principles and Key Competency's that embody what is important in our school curriculum**

We will consider the eight NZC Principles when we design and review our school curriculum plan and essence statements. There is an expectation that all Teams and individual teachers will create opportunities for each of the principles, wherever possible, to be explicit in the learning programmes through such things as the enduring understandings, the learning outcomes and the learning experiences undertaken to achieve those learning outcomes. It is important that we ask the question: Where are each of the principles reflected in our planning?

#### **Principles**

##### **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

**Key Competencies**

New Zealand Curriculum has five key competencies: Managing Self, Relating to others, Participating and Contributing, Thinking, Using languages, symbols and text. Students need to be challenged and supported to strengthen these competencies over time in increasingly wide-ranging and complex contexts. The focus will be on self-assessment. Children need to think about, evaluate and communicate learning.

The KCs will be encouraged, modelled and explicitly learnt. The context or vehicle of teaching the KC's needs to have a process to achieve an outcome.

The school has descriptors for each of the KCs, as shown in our Values, but it is expected that these will be tailored to meet the needs of the students at any particular time. There will be Learning Outcomes linked to the KCs and these could be applied to individual students, groups of students or the whole class across all learning areas.