



# School Charter Strategic and Annual Plan for Owhiro Bay School

## 2017 -2020

Principals' endorsement:	23 March 2017
Board of Trustees' endorsement:	March 2017
Submission date to Ministry of Education:	April 2017

**Owhiro Bay School ROCKS  
2017 - 2020  
Introductory Section - Strategic Intentions**

<b>Motto</b>	E tipu e rea - In our children lies our future
<b>Vision</b>	<b><i>Confident Connected Actively Involved Lifelong Learners</i></b>
<b>Values</b>	<p>Respect</p> <p>Originality</p> <p>Confidence</p> <p>Kindness</p> <p>Success</p>
<b>Principles</b>	<p>Owhiro Bay Learning Community fosters a <b>sense of belonging</b> that encourages a passion for <b>lifelong learning</b>. Through <b>collaborative relationships</b> we celebrate <b>diversity</b> and honour <b>family and whānau</b> aspirations.</p> <p>Owhiro Bay School is obliged to fulfil the requirements set out in the National Education Goals and to administer the school according to the National Administration Guidelines 1-8.</p> <p>Owhiro Bay School is committed to delivering a future focused curriculum for all ākonga in balanced programmes as outlined in the National Curriculum Statements embodied in Te Ara Tika o te Kura o Owhiro Bay (Owhiro Bay School Curriculum).</p> <p>Owhiro Bay School is committed to enabling all learners to attend school regularly, participate, engage and achieve-including those with Special Learning Needs.</p>

<b>Māori Dimensions and Cultural Diversity</b>	<p>Owhiro Bay School;</p> <ul style="list-style-type: none"><li>❖ Promotes tikanga Māori and te reo Māori opportunities and experiences for all ākonga.</li><li>❖ Takes all reasonable steps to provide instruction in tikanga Māori and te reo Māori for ākonga whose parents request this.</li><li>❖ Accepts and values others' cultures, heritages and differences.</li><li>❖ Nurtures the multi-cultural heritage within our school and community.</li></ul> <p>Of our 131 ākonga, 65 identify as NZ European, 22 as NZ Māori, 7 as other European, 6 as British/Irish. Other ethnicities include groups such as Australian, German, Pasifika and southeast Asian.</p>
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Baseline Data or School Context						
<b>Ākonga Learning</b>	<i>Year</i>		<i>Reading</i>	<i>Writing</i>	<i>Mathematics</i>	
	2016 All ākonga (118)	Above At Below Well Below	33% 52% 13% 2%	17% 52% 29% 2%	17% 67% 14% 2%	
	2015 All ākonga (114)	Above At Below Well Below	31% 54% 12% 3%	13% 53% 32% 3%	17% 62% 18% 3%	
	2014 All ākonga (119)	Above At Below Well Below	36.1% 47.9% 16.0% 0%	11.8% 60.5% 26.9% 0.8%	20.2% 59.7% 18.5% 1.7%	
<b>Student Engagement</b>	Our annual term 2 2016 Ministry of Education attendance snapshot was positive in relation to the National average. We now know that the MoE consider 90% as regular attendance. The same report identified lateness as an issue particularly in the Year 1 cohort.					

Using this definition and our SMS data 127 out of our 142 ākonga attended regularly in 2016 while 15 did not.

Attendance Data 2016- as at 30 November 2016

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Full Attendance</b>		8% (3)	5% (1)	9% (2)	3% (1)			5% (7)
<b>Less than 4 days absence</b>		41% (16)	9% (2)	13% (3)	38% (11)	38% (6)	23% (3)	29% (41)
<b>4-8 Days absence</b>		10% (4)	36% (8)	43% (10)	28% (8)	25% (4)	23% (3)	26% (37)
<b>9-19 days absence</b>		28% (11)	50% (11)	30% (7)	21% (6)	19% (3)	31% (4)	30% (42)
<b>20 days or more absence</b>		13% (5)		4% (1)	10% (3)	19% (3)	23% (3)	11% (15)
<b>Totals</b>		<b>39</b>	<b>22</b>	<b>23</b>	<b>29</b>	<b>16</b>	<b>13</b>	<b>Totals 142</b>

*Student Voice* - In our small school we know each individual student by name. Student voice is gathered regularly in the course of our teaching and learning programmes. We operate a student council enabling student voice in the day to day management of the school.

**School Organisation and Structures**

*Health and Safety* is a priority and is addressed as such as each Board Meeting. We have a health and safety team with delegated responsibilities for hazard checks, building warrant of fitness including monthly alarm checks, emergency drills and procedures. All staff have current workplace first aid certificates.

*Personnel* –

	<pre> graph TD     Principal["Principal (Fully released)"]     OM["Office Manager"]     FO["Financial Officer"]     C["Contractor (i.e. on-call caretaker)"]     Y1["2x Full Time Year 1 HARAKEKE"]     Y23["2x Full Time Year 2/3 WHANAKE"]     Y46["2x Full Time Year 4-6 MĀHURI"]     PT["3x Part Time Covering Management release, Reading Recovery release, Specialist ORS teacher release and Classroom release time"]      Principal --- OM     Principal --- FO     Principal -.- C     OM --- Y1     OM --- Y23     FO --- Y46     FO --- PT   </pre> <p><i>Property</i> – We have 6 teaching spaces. 1 set of 2 prefabs has been refurbished as an Innovative Learning Environment (ILE). A further set of 2 prefabs is also being used as learning hub. The main block has two classrooms, and a library along with the administration area. The main block is due for remodelling/refurbishment in 2017. A further 2 prefabs form what is referred to as the school hall, which is a community owned and maintained facility.</p>
<p><b>Review of Charter and Consultation</b></p>	<p>The Board of Trustees under took its 3 yearly community consultation process in 2016. Where applicable the results of the community survey are reflected in this document.</p> <p>In addition to the general consultation we sought the voice of our Māori community in relation to Māori Achieving Success as Māori. This was to ensure that as wider voice as possible could be heard and valued.</p> <p>This Charter has been viewed and endorsed by the Board of Trustees in March 2017.</p>

**Strategic Section**

Strategic Goals		Core Strategies for Achieving Goals 2017 - 2020
<p><b>Ākonga Learning</b></p> <p>To enable all ākonga to experience success through access to the full curriculum as evidenced by progress, including as an indicator achievement in relation to National Standards.</p> <p>Develop purposeful relationships with our Māori parents/families/whānau so Māori learners can achieve success as Māori</p>	<ul style="list-style-type: none"> <li>❖ Use a School wide approach to Teaching as Inquiry to lift achievement.</li> <li>❖ Create Raising Achievement Plans to accelerate the progress of our priority learners so that by the end of Year 6 they are at or above the appropriate National Standard.</li> <li>❖ Continue to develop our future focused curriculum, including the introduction of passion time, maker spaces and the full development of the Inquiry Learning model.</li> <li>❖ Actively participate in the <i>Capital City</i> Community of Learning to determine our achievement challenge.</li> <li>❖ Move from our paper based reporting system to an online environment which provides for real time engagement for ākonga, parents, caregivers and whānau.</li> <li>❖ Upskill in the use of Inquiry as our main approach to learning across all curriculum areas to ensure student driven learning.</li> <li>❖ Create a graduated EOTC plan of learning experiences by Year level/and or in a 3 year cycle to compliment the Curriculum and make links to real life learning.</li> <li>❖ Continue to imbed SOLO and Growth Mindset as ways to talk about learning.</li> <li>❖ Take a considered approach by considering at all times “Is this</li> </ul>	

		<p>sustainable?”</p> <ul style="list-style-type: none"> <li>❖ Embed successful strategies for engaging ākongā currently not achieving at National Standard across all 3 domains.</li> </ul>
<p><b>Student Engagement and transition</b></p>	<p>Maintain and strengthen relationships between-</p> <p>Owhiro Bay Kindergarten Whānau Manaaki Kindergartens</p> <p>South Wellington Intermediate School</p> <p>RTLB Cluster 28 Ngā Hau e Whā</p>	<ul style="list-style-type: none"> <li>❖ Continue to emphasize the importance of regular attendance and punctuality.</li> <li>❖ Reintroduce Restorative Justice practices school-wide as our overarching philosophy when dealing with inappropriate behaviour.</li> <li>❖ Attend shared professional development between these organisations as appropriate.</li> <li>❖ Update the Memorandum of Understanding appendices in the current One Learning Community agreement.</li> <li>❖ Maintain the relationships and joint initiatives for successful transitions with Owhiro Bay Kindergarten as a known contributor of educational success.</li> <li>❖ Develop a presence at celebratory/community events of these organisations as appropriate.</li> </ul>
<p><b>School Property and Finance</b></p>	<p>Operate within annual grants</p> <p>Modernise classrooms as per 10 year plan</p> <p>Continually upgrade and beautify environment</p>	<ul style="list-style-type: none"> <li>❖ Ensure annual budget allows for replacement items.</li> <li>❖ Seek grants for special projects.</li> <li>❖ Remove part of the hall to give better access to our unique outdoor learning environment.</li> </ul>



		<ul style="list-style-type: none"> <li>❖ Re-position shade sail to provide link between Harakeke and the Main Block.</li> <li>❖ Pursue with the Ministry of Education the removal/replacement of Block D.</li> <li>❖ Include in the annual budget a specialist teacher component.</li> <li>❖ Rebuild capital reserves over time for the 10 YPP External Painting etc.</li> </ul>
<b>Health and Safety</b>	Regularly review and minimise risks to staff and ākonga	<ul style="list-style-type: none"> <li>❖ Health and Safety noted as a priority Agenda item at Board Meetings, including direct reporting to the Board from Health and Safety Worksite Representatives (RTLB Cluster 28).</li> <li>❖ Prompt attention given to the minimisation of risks and hazards.</li> <li>❖ Comply with requirements of the Health and Safety Legislation including new requirements as a result of the VCA 2014.</li> <li>❖ Promote the overall wellbeing of staff through regular social events.</li> <li>❖ Administer the NZCER Students At School survey in 2017(and then triennially) to gather student voice.</li> <li>❖ Review the operation of the canteen and seek viable alternative lunch providers.</li> <li>❖ Explore the concept of becoming a 'water only school'.</li> <li>❖ Reflect the priorities identified by whānau in the delivery of the Health and PE curriculum.</li> <li>❖ Carry out a bi-annual review of the Health and Physical Education</li> </ul>

		Curriculum (2018)
<b>Personnel</b>	<p>Review and redesign people management structures procedures</p> <p>Strengthen staffing in The Arts area of the NZ Curriculum</p>	<ul style="list-style-type: none"> <li>❖ Appraisal/attestation documentation will take the form of an e-portfolio.</li> <li>❖ Continue to use EEO information and GAP analysis to determine the staffing needs of the school and use this information when advertising for positions.</li> <li>❖ Continue to develop a strength based collaborative team.</li> </ul>
<b>Community Engagement</b>	<p>Maintain continuity of Governance</p> <p>Utilise the strengths and skills of our parent/wider community</p> <p>Develop our Māori Achieving Success as Māori plan</p>	<ul style="list-style-type: none"> <li>❖ Continue with the split term/ cycle of Board of Trustee elections.</li> <li>❖ Maintain communication and visibility of the Board of Trustees via newsletters and the website profiles.</li> <li>❖ Embrace the concept of being a learning community by making the most of the skills and talents within our community e.g. clubs, in class support, stream team, library ladies, Parent Link Coffee group, recorder classes, sports coaching etc.</li> <li>❖ Establish a whānau group to advise/support us in all things Māori.</li> <li>❖ Implement the intervention plan for Māori Achieving Success as Māori.</li> </ul>

## 2017 Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
<b>Ākonga Learning</b>	<p>To develop equity in achievement outcomes for all ākonga.</p> <p>Through the use of collaborative teams, improve student learning for all our ākonga</p>	<p>85% of Māori ākonga will be at or above the relevant National Standard across all 3 domains.</p> <p>85% of all ākonga will be at or above the relevant Writing National Standard.</p>	
<b>Student Engagement</b>	<p>Continue to emphasize the importance of regular attendance and punctuality</p>	<p>90% attendance for all ākonga</p> <p>10% lateness per year level cohort.</p>	
<b>Student Transition</b>	<p>Begin to develop our Community of Learning (CoL) relationship with South Wellington Intermediate School by adopting shared practices-Restorative Justice</p> <p>Revisit our current Memorandum of Understanding (MOU) with Owhiro Bay Kindergarten</p>	<p>All Year 6 students will transition successfully into their Year 7 learning environment.</p> <p>All students new to Owhiro Bay School will transition successfully into Harakeke.</p>	

**Raising Achievement Plan - Domain: Learning/Engagement**

<i>What is sustainable?</i>	
<b>Strategic Goal</b> To enable all ākonga to experience success through access to the full curriculum as evidenced by progress, including as an indicator, achievement in relation to National Standards.	
<b>Annual Goal</b> To develop equity in achievement outcomes for all ākonga.	<b>Annual Target</b> 85% of Māori ākonga will be at or above the relevant National Standard across all 3 domains
<b>Baseline data</b> 2016 achievement data indicates- 5/22 (23%) of Māori ākonga across the school are not yet achieving the relevant standard in reading. 8/22 (36%) of Māori ākonga across the school are not yet achieving the relevant standard in writing. 6/22 (27%) of Māori ākonga across the school are not yet achieving the relevant standard in maths.	
<b>Key Improvement Strategies</b> <i>What do we have to learn?</i> To use correct pronunciation The history of our local area How to best engage with our whānau <i>What will we do?</i>  Develop a whānau based approach in order to increase engagement in the learning process, with support from Frances Barnsley RTLB  Seek out proven successful acceleration methods and incorporate these into daily teaching practice, with support from Gillian Kissling from Cognition (see below)  Strengthen our understanding and implementation of the Teaching As Inquiry process.	

Incorporate our new learning into school documentation as appropriate.

*Who is responsible for ensuring this is done?*

Tineke Giddy and Vikki Martin as teachers with responsibility for te reo Māori

<b>When</b>	<b>What (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see? (e.g. Note measurable changes in leaders' and teachers' behaviours and in student outcomes).</i>
<p>Starting 28<sup>th</sup> March 2017</p> <p>Staff meetings through Term 1/2/3</p>	<p>Staff Meetings with Gillian Kissling from Cognition Consulting acceleration of priority learners</p> <p>Upskilling leaders in walk-throughs and targeted observation of classroom practice</p> <p>Monitoring of student progress in planning pair meetings and whole staff meetings</p>	<p>Whole staff</p> <p>Leadership team</p> <p>Whole staff</p>	<p>Full involvement in PD meetings</p> <p>Suggested strategies being used in classrooms during classroom observations and walk-throughs</p> <p>Accelerated progress across the full curriculum, including as an indicator, achievement in relation to National Standards.</p>
<p>Term 1</p>	<p>Analyse findings from RTLB report to find areas of development and discuss parent &amp; student voice</p>	<p>Leadership team</p>	<p>Teaching strategies arising</p>

	Share findings with whole staff	Whole staff	from these findings being implemented in classrooms. Consequent acceleration of progress for these students.
Term 2	Engage with parents involved in initial report to be part of a whānau group which focusses on Māori achieving success	Tineke & Vikki (leaders of te reo)	Commitment from whānau to be founding members of the new whānau group  Increased engagement from students from these families, and consequent acceleration of progress.
Term 2	Hold a hui with those parents who are willing to be part of this group and develop relationships, gain ideas and listen to their points of view	Leadership team and other staff/bot members	Parent voice is visible in documentation and practices across the school  Increased engagement from all students and consequent acceleration of progress.
Term 2/3	Working with Frances Barnsley on local tikanga, history and pronunciation of te reo through staff meetings and other opportunities for the staff/community to come together	Whole staff	Improved pronunciation of te reo from teachers. Time is allocated to new learning in staff meeting agendas. Increased engagement from all students and consequent acceleration of progress.

Every term	School pōwhiri held and kawa reflects local iwi practice. Community members involved in preparing for this ceremony/event.	Whole staff/community	Pōwhiri happening at the beginning of each term Appropriate kawa observed Community involvement in preparation.  Increased engagement from all students and consequent acceleration of progress.
<b>Monitoring</b> <i>How are we going – check student outcomes every term Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing</b> Release days for leadership meetings with PD facilitator			

<b>2017 Improvement Plan - Domain: Learning/Engagement</b>
<b>What is sustainable?</b>
<b>Strategic Goal</b>
To enable all ākonga to experience success through access to the full curriculum as evidenced by progress, including as an

indicator achievement in relation to National Standards.	
<p><b>Annual Goal</b> To ensure our collaborative teams improve student learning for all ākongā?</p>	<p><b>Annual Target</b> <i>Where do we want to be at the end of 2017?</i> <i>The focus is on <u>student outcomes</u>.</i> 85% of all ākongā will be at or above the relevant Writing National Standard.</p>
<p><b>Baseline data</b> <i>Where are we now? Summarise data</i> 2016 achievement data indicates-</p> <p>11/22 (50%) ākongā are not yet achieving the relevant national standard in writing after 1 Year. 8/24 (33%) ākongā are not yet achieving the relevant National standard in writing after 2 Years 4/14 (29%) ākongā are not yet achieving the relevant National standard in writing after 3 Years 8/29 (28%) ākongā are not yet achieving the National standard in writing at end of Year 4 4/16 (25%) ākongā are not yet achieving the National standard in writing at the end of Year 5 2/13 (15%) ākongā are not yet achieving the National standard in writing at the end of Year 6</p>	
<p><b>Key Improvement Strategies</b> <i>What do we have to learn?</i> How best to motivate boys to write? How best to encourage ākongā to generate ideas? <i>What will we do? When?</i> Develop a whānau based approach in order to increase engagement in the learning process, with support from Frances Barnsley RTLB Seek out proven successful acceleration methods and incorporate these into daily teaching practice, with support from Gillian Kissling from Cognition (see below)  Strengthen our understanding and implementation of the Teaching As Inquiry process.</p>	



<i>Who is responsible for ensuring this is done?</i> Sylvia Reynolds as Lead teacher for Writing development			
<b>When</b>	<b>What (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see? (eg Note measurable changes in leaders' and teachers' behaviours and in student outcomes).</i>
Starting 28 <sup>th</sup> March 2017  Whole year	PD from Gillian Kissling to improve teacher knowledge and practice of acceleration teaching strategies. This covers both targets	Whole staff	Teaching strategies evident in classroom observations and walk throughs  Writing achievement data will improve – using evidence from writing sample data and/or OTJ's
Term 1	Whole school understanding of student writing goals and consistent use of the writing process across all classes  Clear expectations of the use of goal sheets and what the writing process looks like within classes.	Sylvia – Leader of writing development	Consistent practices are seen across all classes around the use of goal sheets, and the writing process.  Visible examples of the writing process in action (books, displays, goal sheets etc)  Writing achievement data will improve – using evidence from writing sample data and/or OTJ's
Term 2	Puzzles of Practice times allocated within staff meeting times to discuss teaching points and next steps for students. Collaboration of ideas of how to accelerate writing progress across the school	Sylvia – Leader of writing development	Puzzle of Practice conversations on agenda of staff meeting  Innovative strategies will be used in class to assist with raising achievement.  Writing achievement data will improve – using evidence from writing sample data and/or OTJ's
Term 2	Investigate Game of Awesome and other relevant research/resources to target improvement	Sylvia & Vikki	Professional readings and innovative resources will inform pedagogy. This will assist with raising

	writing outcomes for boys		achievement. Writing achievement data will improve – using evidence from writing sample data and/or OTJ's
<b>Monitoring</b> <i>How are we going – check student outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i>			

<b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i>			
<b>Other 2017 Key Improvement Strategies to Achieve Strategic Vision</b>			
Property (summarised from property plan)	Short Report	Finance	Short Report
<p>Internal repaint of administration area, including the staffroom</p> <p>External repaint of School (excluding those areas that are not permanent)</p> <p>Utilise SPG funding to create a multi-purpose learning community space</p> <p>Refurbish/remodel Block A classrooms</p> <p>Refurbish Cleaners room.</p> <p>Furniture upgrade-staffroom chairs</p>		<p>Ensure annual budget allows for replacement items/depreciation</p> <p>Set the total school donation at \$200 per year</p> <p>Apply for Grants for special projects</p> <p>Acknowledge those grants already received to continue to build good will</p>	

<b>Personnel</b>	<b>Short Report</b>	<b>Community Engagement</b>	<b>Short Report</b>
<p>To fill our current teacher vacancy with a fully registered teacher with strengths in The Arts/ Te Reo Māori</p> <p>Redesign our performance management system  Term1-engage expert help/investigate options  Term 2-develop and trial on-line system  Term 3-trial with all staff  Term 4-refine for 2018</p> <p>Develop a strength based team</p>		<p>Continue to engage with our Māori community with a view to creating a whānau group</p> <p>Work with Owhiro Bay Kindergarten to develop a whānau education programme for new to kindy/school</p> <p>Upgrade and further develop online communication such as Facebook/twitter/txt/email given the preferences of our parent community</p> <p>Continue the use of the phone tree by the Board of Trustees as an effective means of communication</p> <p>Hold termly learning celebrations to share with family/whānau student learning</p> <p>Utilise the strengths of our community to meet our obligations in relation to Learning Languages</p>	