



School Charter Strategic and Annual Plan for Owhiro Bay School

2018 -2021

Principals' endorsement:	22 March 2018
Board of Trustees' endorsement:	22 March 2018
Submission date to Ministry of Education:	23 March 2018

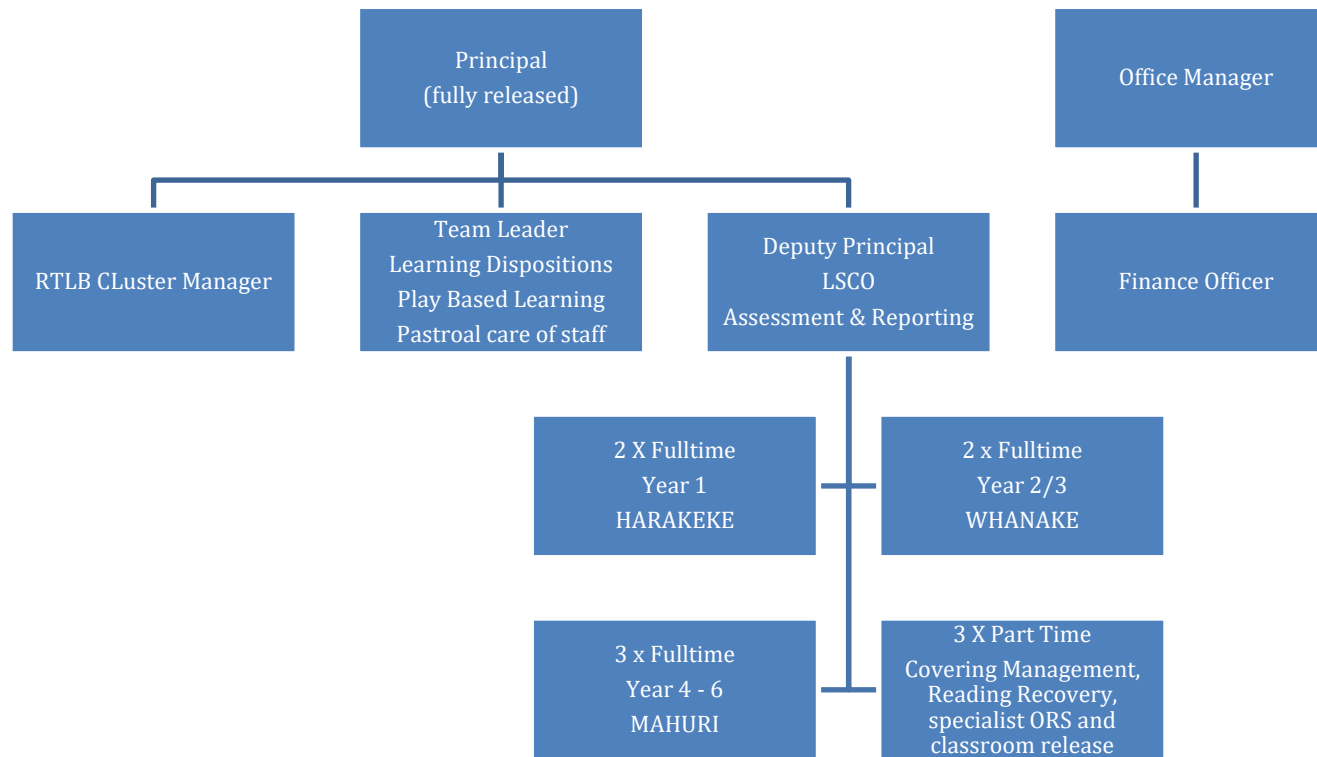
**Owhiro Bay School ROCKS
2018 - 2021
Introductory Section - Strategic Intentions**

Motto	E tipu e rea - In our children lies our future
Tirohanga/Vision	<i>Confident Connected Actively Involved Lifelong Learners</i>
Uara/Values	Respect Originality Confidence Kindness Success
Principles	<p>Owhiro Bay Learning Community fosters a sense of belonging that encourages a passion for lifelong learning. Through collaborative relationships we celebrate diversity and honour family and whānau 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>

Māori Dimensions and Cultural Diversity	<p>Owhiro Bay School;</p> <ul style="list-style-type: none"> ❖ Promotes tikanga Māori and te reo Māori opportunities and experiences for all ākonga. ❖ Takes all reasonable steps to provide instruction in tikanga Māori and te reo Māori for ākonga whose parents request this. ❖ Accepts and values others' cultures, heritages and differences. ❖ Nurtures the multi-cultural heritage within our school and community. <p>Of our 133 students 71 identify as NZ European, 21 as NZ Māori, 5 as Pasifika, 14 as European, 7 as Asian, 5 as Indian, 3 African/African origins and 6 from other groups.</p>
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Student Engagement	<p>We provide our attendance data to the Ministry of Education each term.</p> <p>https://www.dropbox.com/s/srmh3d1nsvfwd5g/2942%20Attendance%20Term%202%202017.pdf?dl=0</p>
School Organisation and Structures	<p><i>Health and Safety</i> is a priority and is addressed as such as each Board Meeting.</p> <p>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.</p> <p>In 2017 all staff completed a workplace First Aid Course through Meditrain.</p>

Personnel –



Year group make up is largely determined by our predicted annual roll number. As a small school there is a preference for parallel classes of mixed Year level groups which enables us to maintain our unique whānau ethos. Our mixed year level groups also enable teachers to work co-operatively, give flexibility around student

	<p>placement, and allow space for new enrolments within the various year groups throughout the year. We try to adhere as closely as possible to the Ministry of Education recommended staff: pupil ratios.</p> <p><i>Property – We have 6 teaching spaces.</i></p> <p>(Rooms 1-3) The main block has three learning spaces, and the administration area. Room 2 which was previously designated as a Library space is currently being used as a teaching and learning space. There are plans in place to convert these spaces into a Modern Learning Environment (MLE) in stages beginning in 2018. Rooms 4 and 5 comprise of 1 set of 2 prefabs which have been remodelled into an MLE. Rooms 6 and 7, also a set of 2 prefabs is being used as learning hub and is due for replacement by the Ministry of Education this year.</p> <p>A further 2 prefabs form what is referred to as the school hall, which is a community owned and maintained facility. This space also currently houses the school library.</p>
<p>Review of Charter and Consultation</p>	<p>The Board of Trustees undertook 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 2018.</p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2018 - 2021
Ākonga Learning	To enable all ākonga to experience success through access to the full curriculum as evidenced by progress and achievement against NZ Curriculum levels and the Key Competencies.	<ul style="list-style-type: none"> ❖ Use a School wide approach to Teaching as Inquiry to lift achievement. ❖ 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 curriculum level expectation. ❖ Continue to develop our future focused curriculum, including the introduction of passion time, play based learning and the full development of the Inquiry Learning model. ❖ Actively participate in the <i>Capital City</i> Community of Learning to determine our achievement challenge. ❖ Move from our paper based reporting system to an online environment which provides for real time engagement for ākonga, parents, caregivers and whānau. ❖ Upskill in the use of Inquiry as our main approach to learning across all curriculum areas to ensure student driven learning. ❖ 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.

	<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"> ❖ Continue to imbed SOLO and Growth Mindset as ways to talk about learning. ❖ Take a considered approach by considering at all times “Is this sustainable?” ❖ Embed successful strategies for engaging ākonga currently not achieving success.
<p>Student Engagement and transition</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 Wha</p> <p>Capital City CoL</p>	<ul style="list-style-type: none"> ❖ Continue to emphasize the importance of regular attendance and punctuality. ❖ Reintroduce Restorative Justice practices school-wide as our overarching philosophy when dealing with inappropriate behaviour. ❖ Attend shared professional development between these organisations as appropriate. ❖ Update the Memorandum of Understanding appendices in the current One Learning Community agreement. ❖ Maintain the relationships and joint initiatives for successful transitions with Owhiro Bay Kindergarten as a known contributor of educational success. ❖ Develop a presence at celebratory/community events of these organisations as appropriate. ❖ Investigate and consult with the community about the implementation of cohort entry.

<p>School Property and Finance</p>	<p>Operate within annual grants</p> <p>Modernise classrooms as per 10 year plan</p> <p>Utilise funds in reserve to attend to Capital works and programmed maintenance</p> <p>Continually upgrade and beautify environment</p>	<ul style="list-style-type: none"> ❖ Ensure annual budget allows for replacement items. ❖ Seek grants for special projects. ❖ Remove part of the corridor to give better access to our unique outdoor learning environment. ❖ Re-position shade sail to provide link between Harakeke and the Main Block. ❖ Pursue with the Ministry of Education the removal/replacement of Block D. ❖ Include in the annual budget a specialist teacher component. ❖ Rebuild capital reserves over time for the 10 YPP External Painting etc. ❖ Work with the community to run “working bees” to undertake improvements in the playground and hall as guardians/kaitiakitanga of these resources.
<p>Health and Safety</p>	<p>Regularly review and minimise risks to staff and students</p> <p>Promote positive well-being of all ākonga</p>	<ul style="list-style-type: none"> ❖ Health and Safety is a priority Agenda item at Board Meetings, and includes; <ul style="list-style-type: none"> -direct reporting to the Board from Health and Safety Worksite Representatives (RTLB Cluster 28). -monitoring of the Hazard register -incident reports -building maintenance checks ❖ Prompt attention given to the minimisation of risks and hazards.

		<ul style="list-style-type: none"> ❖ Comply with requirements of the Health and Safety Legislation including new requirements as a result of the VCA 2014. ❖ Promote the overall wellbeing of staff through regular social events and mindful practices. ❖ Administer the NZCER Students At School survey in 2018(and then triennially) to gather student voice. ❖ Review the operation of the canteen and seek viable alternative lunch providers. ❖ Explore the concept of becoming a 'water only school'. ❖ Reflect the priorities identified by whānau in the delivery of the Health and PE curriculum. ❖ Carry out a bi-annual review of the Health and Physical Education Curriculum (2018)
Personnel	<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"> ❖ Appraisal/attestation documentation will take the form of an e-portfolio. ❖ Continue to use EEO information and GAP analysis to determine the staffing needs of the school and use this information when advertising for positions. ❖ Continue to develop a strength based collaborative team.
Community Engagement	Maintain continuity of Governance	<ul style="list-style-type: none"> ❖ Continue with the split term/ cycle of Board of Trustee elections.

	<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"> ❖ Maintain communication and visibility of the Board of Trustees via newsletters and the website profiles. ❖ Create an infographic to summarise the Charter to engage parent/wider community with the aims and aspirations of the school /Board. ❖ 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. ❖ Establish a whānau group to advise/support us in all things Māori. ❖ Māori Achieving Success as Māori.
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2018 Annual Improvement Plan

Domain/ Strategic Goal	Core Strategies 2018	Short Report
<p>Ākonga Learning</p> <p>To enable all ākonga to experience success through access to the full curriculum as evidenced by progress and achievement against NZ Curriculum levels and the Key Competencies.</p> <p>Through the use of collaborative teams, improve student learning outcomes for all our ākonga</p>	<ul style="list-style-type: none"> ❖ Move from our paper based reporting system to an online environment which provides for real time engagement for ākonga, parents, caregivers and whānau. ❖ Align our student reporting systems with new Government/Ministry/whānau expectations. ❖ Develop a shared language around the Key Competencies/Learning dispositions that all ākonga understand. 	

	<ul style="list-style-type: none"> ❖ Continue to imbed SOLO and Growth Mindset as ways to talk about learning. ❖ Take a measured approach by considering at all times “Is this sustainable?” ❖ Improve student achievement in relation to writing. 	
<p>Student Engagement and Transition</p> <p>Maintain and strengthen relationships between- Owhiro Bay Kindergarten He Whānau Manaaki Kindergarten Association</p> <p>RTL B Cluster 28 Ngā Hau e Wha</p>	<ul style="list-style-type: none"> ❖ Re-establish the One Learning Community group (School Principal, Head Teacher, Kindy Parent Group Representative, Board of Trustees Representative, Association representative) and it’s purpose of upholding the intent/unique nature of the MoU between the Kindy and the School. ❖ OLCG to update the appendices in the MoU to reflect current practices in operation in order to maintain effective relationships which result in successful transitions for students and families. ❖ Investigate and consult with the community about the implementation of cohort entry. ❖ Review the policies and procedures of Ngā Hau e Wha during regular meeting with the Cluster Manager. ❖ Work to reach agreement with the MoE on host school/lead school responsibilities in order to sign off the MoU occupancy agreement with Rewarewa School. 	

<p>South Wellington Intermediate School</p> <p>Capital City CoL</p>	<ul style="list-style-type: none"> ❖ Develop a presence at celebratory/community events of these organisations as appropriate. ❖ Continue to participate and contribute within this group within Ministry of Education directives. 	
<p>Other 2018 Key Improvement Strategies to Achieve Strategic Vision</p>		
<p>School Property and Finance</p> <p>Modernise classrooms as per 10 year plan</p> <p>Utilise funds in reserve to attend to Capital works and programmed maintenance</p> <p>Continually upgrade and beautify environment</p>	<ul style="list-style-type: none"> ❖ Pursue with the Ministry of Education the removal/replacement of Block D. ❖ Remove part of the corridor to give better access to our unique outdoor learning environment. ❖ Internal repaint of administration area, including the staffroom ❖ External repaint of School (excluding those areas that are not permanent) ❖ Utilise SPG funding to create a multi-purpose learning community space 	
<p>Health and Safety</p> <p>Promote positive well-being of all ākonga</p>	<ul style="list-style-type: none"> ❖ Administer the NZCER Students At School survey in 2018(and then triennially) to gather student voice. ❖ Review the operation of the canteen and seek viable alternative lunch providers. ❖ Carry out a bi-annual review of the Health and Physical Education Curriculum (2018) 	

	<ul style="list-style-type: none"> ❖ Explore the concept of becoming a 'water only school'. i.e. no more Fonterra Milk 	
<p>Personnel</p> <p>Continue to develop a strength based co-operative and collaborative team.</p>	<ul style="list-style-type: none"> ❖ Promote the overall wellbeing of staff through regular social events and mindful practices. ❖ Mentoring of new staff members & provisionally certified teachers. ❖ Cultural induction of staff into the Owhiro Bay community ❖ Utilise the skills and strengths of each team member ❖ Further develop use of InterLead tool for Appraisal/Attestation 	
<p>Community Engagement</p> <p>Utilise the strengths and skills of our parent/wider community</p>	<ul style="list-style-type: none"> ❖ Create an infographic to summarise the Charter to engage parent/wider community with the aims and aspirations of the school /board. ❖ Work with the community to run "working bees" to undertake improvements in the playground and hall as guardians/kaitiakitanga of these resources. ❖ Upgrade and further develop online communication such as Facebook/twitter/txt/email given the preferences of our parent community ❖ Continue to engage with our Māori community with a view to creating a whānau group 	

2018 Improvement Plan - Domain: Learning/Engagement			
What is sustainable?			
Strategic Goal To enable all ākonga to experience success through access to the full curriculum as evidenced by progress against NZ Curriculum levels and the Key Competencies.			
Annual Goal All students to experience success and achievement in writing.		Annual Target 85% of all ākonga will be at the expected curriculum level in writing by the end of Year 6. There will be equitable outcomes for our māori ākonga.	
Baseline data <i>Where are we now? Summarise data</i> Writing data analysis report 2017 - https://docs.google.com/document/d/1O5iikvfvUbI57y6MPP40Dx9bEtseMOrTTCug6PNjzbM/edit?usp=sharing			
Key Improvement Strategies <i>What do we have to learn?</i> How will we shift the focus of teacher practice to lift student achievement in writing?			
When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see? (eg Note measurable changes in leaders' and teachers' behaviours and in student outcomes).</i>
Term 1	Reflect on successful teaching strategies from our learning in 2017. Embed these.	Teaching team	Each student will have a current writing goal. Goals to be shared at 3 way conferences. Parents to be informed in regards to their child's learning needs

	<p>Ensure all teaching staff use/follow the school wide guidelines for teaching writing at Owhiro Bay School.</p> <p>Celebrate success and achievement.</p> <p>Focus on priority learners- supported by teacher aide time. Resource Teacher of Literacy, Reading Recovery Teacher, and Resource Teachers of Learning and Behaviour.</p> <p>Use strength based approach to share best practice.</p> <p>Teaching team to have an appraisal goal linked to lifting student success in writing. Reflection time built into every staff meeting.</p>	<p>Hazel</p> <p>All teachers</p>	<p>Game of Awesome will be used to prompt writing in the Year 4-6 area of the school, particularly with reluctant male writers.</p> <p>Principal will observe writing sessions in all hubs each term and provide feedback to the teaching team.</p> <p>Staff to share student progress in writing and look for trends/patterns that contribute to success/achievement twice a term during staff meeting time.</p> <p>Teachers will monitor priority learners in writing to track progress. (twice a term)</p> <p>First Chance Writing.</p> <p>Principal to monitor Interlead appraisal goals and reflections.</p>
<p>Term 2</p>	<p>Use strength based approach to share best practice in-</p> <p>Play based learning (the importance of the link between oral and written language)</p> <p>Poetry</p> <p>The teaching of phonics</p>	<p>Chloe/Sylvia</p> <p>Niky</p> <p>Tineke/Chloe</p>	<p>Term 2 AsTTle moderated writing samples will show success and improved student achievement, specifically in the ideas.</p> <p>Teachers will trial new ideas in their classrooms.</p> <p>Walk-throughs will be used to monitor/support teacher practice and student engagement.</p> <p>Proven acceleration strategies will be trialled.</p>

	<p>Writing support through Reading Recovery</p> <p>Incorporating kupu- te reo māori</p>	<p>Nicola McKeivitt</p> <p>Hireke</p>	<p>Priority learner progress will be shared with the Board of Trustees.</p> <p>Principal hub observations</p>
Term 3	<p>Shared PD using Learning in the Fast Lane</p>	<p>All teachers</p>	<p>Proven acceleration strategies will be embedded.</p> <p>Walk-throughs will be used to monitor/support teacher practice and student engagement.</p> <p>Priority learner progress will be shared with the Board of Trustees.</p> <p>Principal hub observations</p>
Term 4	<p>Priority learners will be monitored in Week and Week 5</p> <p>School wide writing sample and moderation against the rubric will be used to measure progress.</p>		<p>Term 4 AsTTle moderated writing samples will show success and improved achievement against earlier data.</p> <p>This will be shared with the Board of Trustees and in achievement reporting.</p>

Monitoring

How are we going – check student outcomes every term

Where are the gaps?

What needs to change if this is not working?