



SCHOOL CHARTER, STRATEGIC AND ANNUAL PLAN 2019

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PBS School Charter – Who We Are

Pepeha

Ko Kapiti te motu

Ko Maungakotukutuku ngā maunga

Ko Wharemauku te awa

Ko Te Rau o te Rangi te moana

Ko Te Atiawa ki Whakarongotai te iwi

School Vision Statement:

Paraparaumu Beach School will provide a secure and challenging environment, which enables all students to achieve success academically and socially in partnership with their families/whānau and community.

School Motto

“Caring, Sharing, Preparing ~ Embrace our Education. Empower our cultural competence. Enhance our Future.”

How do we define Caring, Sharing and Preparing at PBS?

CARING ~ MANAAKITANGA: Students, staff and the community are encouraged to care for and about themselves, others and the environment.

SHARING ~ TOHATOHA: Knowledge, skills and values are shared and respected between students, staff and the community

PREPARING ~ WHAKARITE ĀKONGA: Students will be given the tools to be successful by engaging them in opportunities that will foster growth and prepare them to be lifelong learners.

Values

Our school values are the foundations of positive interactions and outcomes. These values are woven through our curriculum programmes and modelled by students, staff and the community. The five core values of Paraparaumu Beach School are; **C**REST- **C**o-operation, **R**espect, **E**xcellence, **S**elf-management and **T**olerance.

Cooperation	Respect	Excellence	Self Management	Tolerance
Cooperation is working together for the good of everyone.	Respect is an attitude of caring, kindness and treating others how we would like to be treated.	Excellence is doing your best. It means giving your best to any tasks or relationship. Be the best 'you' you can be!	Self Management is being responsible and prepared so others can depend on you.	Tolerance is showing understanding and accepting others the way they are. We are all unique.

The Board of Trustees supports excellence in teaching, and believes quality teaching is a key influence on high quality outcomes for all students.

Paraparaumu Beach School Priorities

Our school is responsible for contributing to the achievement of National Education goals. They are in essence:

- Opportunity to access the knowledge, skills, attitudes and values outlined in the National Curriculum Framework and the National Curriculum Statements.
- Provide curriculum tools and learning opportunities to meet the changing needs of the 21st Century learner
- Provision of a safe physical and supportive emotional learning environment (NAG 5).
- Raising levels of literacy and numeracy across all years (1 to 8). Emphasis is to be placed on those at risk of not progressing to further education or training through under-achievement in literacy and/or numeracy.
- Raising levels of physical fitness and movement skills
- Effective analysis of student achievement data. Gathering of assessment evidence to evaluate progress of students and to inform future programmes and planning.
- Providing opportunities for all students to work towards their potential and achieve their best possible outcome
- Enhancing learning outcomes and levels of engagement for Māori students.
- Career guidance for Year 7 and 8 students with special emphasis on those students who are at risk or unprepared for the transition to the workplace or further study.
- Reporting to students and parents on the achievement of individual students and to the school's community on the achievement of students as a whole. Also reporting on identified groups within these priorities (NAG 2).

Paraparaumu Beach School contributes to these education priorities by:

- Analysing the school's current situation using evaluative data and self review tools
- Identifying the variable factors/barriers to learning in raising achievement levels
- Establishing priorities for the setting of school targets
- Taking into account the needs and voice of our students, staff and parent/school community, our education goals and the future focused needs of our students
- Outlining how we will address the priorities in the long-term strategic planning section of the Charter

Reflecting Cultural Diversity

We will develop and maintain programmes and an ethos/kawa that reflects New Zealand's cultural diversity and, in particular, the unique position of Māori as the Tangata Whenua.

We will achieve this by:

- Developing plans and policies that are sensitive to other cultures, and incorporating relevant aspects, especially with regard to Te Ao Māori (Māori Education Plan)
- Incorporating a variety of cultural contexts in learning programmes
- Raising staff understanding and awareness of New Zealand's cultural diversities, especially that of the Treaty of Waitangi

- Encouraging Māori parents and community to take part in planning processes used by the school, to assist in raising Māori achievement
- Developing appropriate and reasonable provisions for instruction in Tikanga Māori and Te Reo Māori
- Respecting the vision of our Whānau Group

Consultation

The Board of Trustees will consult with its community, including the Māori community, through regular newsletters, reports, school parent information and reporting evenings, open days, a major bi-annual community survey, hui with whānau and its regular monthly meetings.

National Administration Guidelines **and Our Understandings and Goals**

This section sets out the Board's long term goals and objectives, which are linked to the NAGs (National Administration Guidelines).

The focus is on improving student achievement, and meeting national education priorities, as well as meeting other NAG obligations.

NAG 1: Curriculum

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*

Each Board, through the principal and staff, is required to:

- (a) develop and implement teaching and learning programmes:
 - i to provide all students in years 1-8 with opportunities to progress and achieve for success in all areas of the National Curriculum;
 - ii giving priority to student progress and achievement in literacy and numeracy, especially in Years 1-8;
 - iii giving priority to regular quality physical activity that develops movement skills for all students, especially in Years 1 – 6;
- (b) through the analysis of good quality assessment information* , evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy, especially in years 1-8; and then to:
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the National curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*;
- (c) through the analysis of good quality assessment information* , identify students and groups of students;
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or achieving;
 - iii. who have special needs (including gifted and talented students);
 - and
 - iv. aspects of the curriculum which require particular attention;
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- (e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students;
- (f) provide appropriate career education and guidance for all students in Year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

**Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum*

Our Understandings of NAG 1

- We need to prioritise as per national and community needs
- We will cover all curriculum areas as outlined in the school scheme, whilst acknowledging the need to be realistic e.g. 'quality' coverage and learning over quantity
- We understand the need to have high emphasis on literacy and numeracy
- We aim to provide learning which is reflective of the needs of the 21st Century Learner
- We understand the importance of physical fitness and movement skills

- Evaluation and monitoring of children's progress is important. We will use data collection and interpretation to shape decision-making
- Students will be assigned learning tasks at their appropriate level. Special needs (priority learners) and abilities are specifically addressed
- Reporting to the BOT on NAG 1 will occur monthly
- Parents and the Board require concise and useful assessment reporting
- Identification of students at risk of underachieving is necessary to cater for a range of needs
- We will promote reflective and responsive teaching practices e.g. Place based learning, Learning through Play, Student Agency, BYOD
- We realise the need to monitor and foster achievement of Māori students
- We will promote broad opportunities for Year 7 / 8 students to build an awareness of future career options

PBS Goal 1: Curriculum

Goal 1a: To develop a learner-centred approach which encourages students to make meaning, critically inquire, consider perspectives and take action.

This will be achieved through:

- a) Delivering a broad curriculum in all the essential learning areas which acknowledge the needs of the 21st Century Learner, including digital literacy, student agency and learning through play
- b) Focusing on improving student progress and achievement in literacy, numeracy, and physical activity
- c) Analysing individual and aggregated achievement information to target student learning needs and make provisions for additional programmes and/or support including extension programmes
- d) Identifying students at risk of not achieving (priority learners), and those with special learning needs/barriers to learning, and seeking alternative/additional teaching strategies or interventions to improve their learning outcomes working with our Māori community, as part of the wider community, to ensure successful achievement outcomes for our Māori students and ensure our curriculum and school culture incorporate te reo, tikanga, local kawa and history
- e) Providing appropriate early career guidance to students in Year 7 and 8, and the future focused competencies employees require
- f) Providing extracurricular opportunities for student interest and growth e.g. Enviro club, Wearable Arts, Pōwhiri Group

Goal 1b: To provide learning opportunities which reflect Aotearoa-New Zealand's cultural diversity, honour the principles of the Treaty of Waitangi and contribute positively to the day to day life of our school

This will be achieved through:

- a) Ensuring that policies and procedures are sensitive to the cultural backgrounds and value the various ethnicities represented at the school, especially with regards to Te Ao Māori
- b) Ensuring consideration is given to incorporating elements of other cultures in learning programmes and delivery e.g. ALLiS
- c) Encouraging staff to develop higher levels of understanding of New Zealand's cultural diversity and of Treaty of Waitangi obligations
- d) Having a consultative process which involves the Māori community
- e) Providing opportunities for programme delivery in Te Reo Māori and Tikanga Māori e.g. Pōwhiri group, Tōku Reo programme, Matariki celebrations, Kapa Haka at all year levels taught as part of the curriculum not as a lunchtime club.

NAG 2: Self Review

Each Board of Trustees, with the principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
- (c) on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - a. in plain language, in writing, and at least twice a year; and
 - b. across The National Curriculum, as expressed in The New Zealand Curriculum 2007, including in mathematics and literacy;
- (d) on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through NAG 1(c) above) including the progress and achievement of Maori students against the plans and targets referred to in National Administration Guideline 1 (e).

Our Understandings

- We understand the need to set realistic goals
- We understand the need to undertake self-review annually and prioritise goals
- We undertake, report and utilise information from full self-review programme
- We maintain a programme of evaluation of student progress and achievement
- We report achievement to both BOT and parents. Reporting will meet Ministry requirements
- Student assessment and reports reflect progress as measured against the New Zealand Curriculum levels
- Our Annual Report will highlight school performance and demonstrate continuous improvement
- Our Annual Report will include student progress and achievement against targets and the NZC

PBS Goal 2: Self Review

To have an effective means of evaluating the school's programmes and activities, to ensure effective planning, monitoring and reporting.

This will be achieved through:

- a) Developing long term goals (3-year strategic plan)
- b) Specifically describing school goals and annual student targets
- c) Having in place a programme and process for reviewing on a cyclical basis school operations, with an emphasis on learning programmes and assessment (self review), including syndicate reviews for the Board
- d) Continuing and further refine assessment data collection to enable comprehensive analysis of and reporting on student achievement
- e) Having a process for consulting with the school's community
- f) Ensuring that New Zealand's cultural diversity is respected, and the unique place of Māori acknowledged through involvement in consultation, programme planning and delivery
- g) Accurate and detailed reporting to parents, students and the community on individual student progress, and on school achievement as a whole.
- h) Regular checks of teacher planning records by appraiser and syndicate leader to ensure needs are best catered for and scheme requirements are being met
- i) Timetabled reports to the Board on student achievement, Nationally Normed test results, interventions e.g. Quick 60

NAG 3: PERSONNEL

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

Our Understandings

- The Board and Principal are committed to following Collective Agreements and other applicable legislation
- We understand the need for Staff appraisal systems to be valid, effective, and developmental for both parties
- We will encourage and provide ongoing staff professional and personal development
- BOT values, encourages, supports, and 'looks after' its staff in the widest sense
- High-quality staff are appointed - have empathy with school culture, values, priorities
- Collegial support - professional and personal - is promoted and encouraged
- A positive and supportive relationship between BOT and Staff is maintained
- Teamwork between all parties at PBS is encouraged and valued (PTA, BoT, Staff, Whanau group, parents)

PBS Goal 3: Personnel

To provide a supportive and positive working environment for staff, where their wellbeing is considered and their own learning needs are met, and ultimately resulting in high levels of staff performance

This will be achieved through:

- a) Acting at all times as a good employer as defined in the State Sector Act
- b) Maintaining and refining comprehensive and effective recruitment procedures, including police vetting
- c) Maintaining a performance management system which builds on levels of staff performance, emphasising the ongoing enhancement of personal skills and professional/ career development.
- d) Maintaining a strong commitment to the professional development of staff to ensure up to date pedagogical knowledge and awareness of educational change
- e) Maintaining a school climate and effective systems that acknowledge the value and contribution of staff
- f) Providing a positive, safe and appropriate physical and emotional environment for all staff. Use staff surveys, open communication between Board and staff, Principal-Staff interviews and teacher voice to keep informed in this area

NAG 4: Financial /Property

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- (a) allocate funds to reflect the school's priorities as stated in the charter;
- (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

Our Understandings

- We understand the need to set an annual budget to reflect school's priorities, and remain within it
- We will ensure appropriate self-review systems and internal controls are in place
- We will comply with finance acts and legislative requirements
- We will adopt financial systems and tools tailored specifically to our school
- We will maintain and develop property and facilities to a high standard as we have always aspired to
- We will develop and adapt property in a way that suits the needs of our students and programmes

PBS Goal 4: Finance and Property

Goal 4a: To allocate and control school income and expenditure in order to ensure optimum support for teaching and learning programmes, and utilising capital resources to enhance and maintain the school environment.

This will be achieved through:

- a) Having safe, effective systems of financial management subject to regular review, reporting and monitoring processes
- b) Having in place appropriate systems of financial planning which set budget priorities based on identified and prioritised need
- c) Maintaining systems of asset replacement and annual stocks of teaching resources/equipment by curriculum teams
Meeting financial reporting requirements
- d) Ensuring appropriate staffing backup and support to enable efficient financial operation

Goal 4b: To have buildings and facilities that are appropriate to the educational needs of our students, are conducive to a learner-centred curriculum and comply with relevant health and safety requirements

This will be achieved through:

- a) Detailed and up-to-date school property development planning and reporting
- b) Having a school site which is well maintained, clean, attractive, safe and secure
- c) Having in operation a school Hazards Management Programme, and Staff consultation on all aspects of school health and safety via appointed Health and Safety rep
- d) Implementation of the school's Ten-year Property Plan and Five-Year- Agreement with MoE
- e) Employing a qualified professional Project Manager for all organisational aspects of major property developments
- f) Maintaining the role of School Property Manager as one which allows and encourages a high degree of responsibility and initiative

NAG 5: Health and Safety

Each Board of Trustees is also required to:

- (a) provide a safe physical and emotional environment for students
- (b) promote healthy food and nutrition for all students; and
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

<http://www.legislation.govt.nz/act/public/>

Our Understandings

- A safe physical environment is paramount to us – upkeep/maintenance of school grounds and facilities to monitored standards. Buildings and equipment are child and adult safe, maintained accordingly, and in line with applicable legislation
- We ensure a high standard of first aid and care within school, with accredited training provided
- A safe emotional environment helps to ensure student and staff safety and wellbeing i.e.
 - behavioural expectations, positive reinforcement, good adult listeners, genuine care for children, respect for each individual, fair, consistent treatment, value people's background / culture
- A 'Positive Behaviour plan' and the school's CREST values are vital components for addressing needs under NAG 5
- We acknowledge the necessity to provide strong emotional support for / amongst staff
- We endeavour to teach the skills and values required to contribute to a safe physical and emotional environment, and encourage staff participation in them
- We understand the need to maintain healthy food and nutrition teaching programmes
- We have clear procedures for Health and Safety, Emergency situations (incl. a school Hazard Register) and emergency processes including drill practices
- We will elect a Staff Health and Safety Rep annually and ensure they have access to appropriate training

PBS Goal 5: Health and Safety

To maintain a positive school environments and safety systems which promote and safeguard the physical and emotional wellbeing of students, staff and community

This will be achieved through:

- a) Providing for the pastoral needs of students, through a variety of structured methods
- b) Having in place a fair and consistent positive behaviour processes based on a restorative practice model. Celebrating student success in all fields of endeavour
- c) Having specific procedures for identifying students who are risk, and developing strategies to meet their needs (VCA)
- d) Ensuring that audit systems and property for the physical safety of students and staff are completed and regularly reviewed, including the appointment of a staff Health and Safety rep
- e) Minimising the potential for accident or injury through having sound and well-practiced contingency procedures for dealing with emergencies or situations of potential risk e.g termly evacuation drills

NAG 6: Administration

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year

Our Understandings

- The BOT will comply with all legislation prescribed in relation to school governance / management

PBS Goal 6: Administration

To fully comply with all regulatory and legislative requirements relating to the operation of the school and to Board of Trustee activities.

This will be achieved through:

- a) Ensuring the school complies with all requirements of the Education Act
- b) Monitoring, and where necessary, improving student attendance
- c) Meeting all reporting requirements
- d) Meeting all obligatory legal provisions e.g. privacy, human

- rights, protected disclosures, smoking and animal welfare
- e) Ensuring all Board procedures meet the requirements laid down for public bodies
 - f) Ensuring EEO requirements are met
 - g) Ensuring legislative Health & Safety requirements are met

NAG 7: School Charter

Each Board of Trustees is required to complete an annual update of the School Charter for each school it administers, and provide the Secretary of Education with a copy of the updated school charter before 01 March of the relevant year.

Our Understandings

- Annually updated Charter sent to Ministry by 01 March each year

PBS Goal 7: Community -

To encourage community involvement in the school's activities. Raised community engagement increases the likelihood of improved student outcomes.

This will be achieved through:

- a) Maintaining and further-developing programmes of school involvement, consultation, communication, and reporting to parent
- b) Provision of timely, accurate information to the community
- c) Developing opportunities for ongoing positive interaction between school and its wider community e.g. whānau meetings, parent evenings, school celebrations, school picnic, hāngī, open door policy, school assemblies, gala, seesaw
- d) Collection of parent, student, teacher, community voice on relevant issues

NAG 8: Analysis of Variance

Each Board of Trustees is required to provide a 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 at the same time as the updated School Charter provided to the Secretary of Education under NAG 7

Our Understandings

- Analysis of variance for previous year's targets sent to Ministry by 01 March each year

Paraparaumu Beach School

Strategic Overview 2019-2021

2019	2020	2021
NAG 1 Curriculum		
<ul style="list-style-type: none"> • Embed new pedagogical practices stemming from school “Modern Learning Curriculum” PD • Refresh PBS School scheme to align with new pedagogical practices • Review Maths practices and implement change in tandem with 2018 student voice. Undertake external PD – start date would depend on completion of Core Ed PD. • Implement use of new digital maths programmes (replacing Mathletics) • Develop new strategies for delivering Special Abilities programmes • Continue to embed CREST Values • Further develop the use of Chromebooks in Years 3/4 • Review Digital Learning in Years 1 & 2 and associated needs • Begin internal PD for new Digital Technology curriculum 	<ul style="list-style-type: none"> • Embed new pedagogical practices stemming from school “Modern Learning Curriculum” PD and PBS Curriculum • Undertake Whole School PD in Maths with external provider (if not already started in 2019) • Review 2019’s methods for catering for Special Abilities and embed most effective practices • Review CREST Values and positive behaviour practices • Embed Digital Technology curriculum practices • Review Māori Education plan, with the aim to boost the teaching of Te Reo and Tikanga Māori • Review use of digital maths programmes 	<ul style="list-style-type: none"> • Embed and review pedagogical practices re: “Modern Learning Curriculum” and PBS Curriculum • Review changes to maths programmes over last two years • Embed teaching practices to boost Te Reo and Tikanga Māori at PBS • Literacy Teaching focus for Staff Professional Development • Embed Digital Technology curriculum practices
NAG 2 Self Review		
<p>Follow self-review plan, particular focuses:</p> <ul style="list-style-type: none"> • Biannual Community Survey (including Health Programme consultation) • Cyclical review of all School procedures (NAGs 3&4) • Review staffing usage and placement, allocation of fixed term units and other staff responsibilities • Trial real time reporting in Year 5/6 using Spotlight • Change website providers. Develop new website 	<p>Follow self-review plan, particular focuses:</p> <ul style="list-style-type: none"> • Follow up actions from 2019 Biannual Community Survey • Cyclical Review of all School procedures (NAGs 5 & 6) • Structure of school classes/syndicates • Review school assessment and extension of ‘real time’ reporting 	<p>Follow self-review plan, particular focuses:</p> <ul style="list-style-type: none"> • Biannual Community Survey (including Health Programme consultation) • Cyclical Review of all School procedures (NAGs 1 & 2) • Structure of school classes/syndicates
NAG 3 Personnel		
<ul style="list-style-type: none"> • Professional Learning and Development focuses: <ol style="list-style-type: none"> 1. Modern Learning Pedagogy (via Core Ed) 2. Maths – 	<ul style="list-style-type: none"> • Professional Learning and Development focuses: <ol style="list-style-type: none"> 1. Maths continued 2. Digital Technologies curriculum 	<ul style="list-style-type: none"> • Professional Learning and Development focuses: <ol style="list-style-type: none"> 1. Maths continued 2. Te Reo/Tikanga Māori 3. Literacy

<p>3. Digital Technologies curriculum</p> <p>4. Restorative Practice</p> <p>Biannual Workplace survey</p> <ul style="list-style-type: none"> • Biannual Workplace Survey • Teacher Wellbeing Survey NZCER 	<p>3. Te Reo/Tikanga Māori</p> <ul style="list-style-type: none"> • Teacher-Principal timetabled 'chats' – individual and workplace development • Teacher Wellbeing Survey NZCER 	<ul style="list-style-type: none"> • Biannual Workplace survey • Teacher Wellbeing Survey NZCER
NAG 4 Financial/Property		
<ul style="list-style-type: none"> • Five- year Property Plan – Year 5 Projects. • Long term Maintenance (painting) progr, 2019 items (interiors) • Asset Purchase plan implementation • Annual financial audit, budget development and review as per self-review plan • Admin block and L Block (Application to AMS scheme for funding) • Renew 5YA planning • Playground stage 3 • Re-purpose former ICT suite 	<ul style="list-style-type: none"> • One- year Property Plan – Year 5 Projects. • Long term Maintenance (painting) programme, 2020 items (interiors) • Asset Purchase plan implementation • Annual financial audit, budget development and review as per self-review plan • Continued work on Admin block and L Block (If AMS funding is granted) 	<ul style="list-style-type: none"> • Two- year Property Plan – Year 5 Projects. • Long term Maintenance (painting) programme, 2021 items (interiors) • Asset Purchase plan implementation • Annual financial audit, budget development and review as per self-review plan
NAG 5 Health and Safety		
<ul style="list-style-type: none"> • Practice and review emergency procedures, including Tsunami evacuation • Review Hazard register notes <u>from 2018</u>. Complete any outstanding actions • Hold monthly meetings with Property Manager and Health and Safety Rep • Staff first aid certificates updated as necessary (camp year) • All legislative safety checks undertaken • NZCER Student Wellbeing Survey – End of Term 1 	<ul style="list-style-type: none"> • Practice and review emergency procedures • Health and Safety documentation – review and update all school procedures and plans • Review Hazard register notes <u>from 2019</u>. Complete any outstanding actions • Hold monthly meetings with Property Manager and Health and Safety Rep • Staff review/survey of Behaviour procedures, practices and expectations • Staff first aid certificates updated as necessary • All legislative safety checks undertaken • NZCER Student Wellbeing Survey – End of Term 1 	<ul style="list-style-type: none"> • Practice and review emergency procedures, including Tsunami evacuation • Health and Safety documentation – review and update all school procedures and plans • Review Hazard register notes <u>from 2020</u>. Complete any outstanding actions • Hold monthly meetings with Property Manager and Health and Safety Rep • Staff first aid certificates updated as necessary (camp year) • All legislative safety checks undertaken • NZCER Student Wellbeing Survey – End of Term 1
NAG 6 Administration		
<ul style="list-style-type: none"> • Annual review of Enrolment Scheme • Set school year dates • Complete all other legislative requirements 	<ul style="list-style-type: none"> • Annual review of Enrolment Scheme • Set school year dates • Complete all other legislative requirements 	<ul style="list-style-type: none"> • Annual review of Enrolment Scheme • Set school year dates • Complete all other legislative requirements
NAG 7 Community		
<ul style="list-style-type: none"> • Community-based "Outstanding Achievement Award" • Two-yearly Community survey • Reinvigorate Whanau Group 	<ul style="list-style-type: none"> • Community-based OAA • Regular School and BOT communication with community via newsletters, school website, facebook, involvement in community 	<ul style="list-style-type: none"> • Community-based OAA • Two-yearly Community survey • Regular School and BOT communication with community via newsletters, school website,

<ul style="list-style-type: none"> Regular School and BOT communication with community via newsletters, Skool Loop, school website, facebook, involvement in community activities, whānau group meetings/events, parent-teacher evenings, parent education 	<p>activities, whānau group meetings/events, parent-teacher evenings, parent education</p>	<p>facebook, involvement in community activities, whānau group meetings/events, parent-teacher evenings, parent education evenings</p>
NEW INITIATIVES –SUMMARY		
<ul style="list-style-type: none"> Modern Learning Pedagogy Trial of real Time reporting Restorative practices Skool Loop Review of Prizegiving Teacher Wellbeing Survey 	<ul style="list-style-type: none"> Real Time reporting Maths teaching at PBS 	

Annual Plan Student Achievement: Targets 2019

TARGET 1: Reading Achievement of Māori Students

To accelerate reading progress of Māori students, thus increasing the percentage of Māori students reading within, well within or above the appropriate level of the New Zealand Curriculum

BASELINE DATA:

	Below No.	Below %	Within No.	Within %	Well Within No.	Well Within %	Above No.	Above %
All Students	56	8.3%	219	32.5%	235	34.9%	164	24.3%
Maori Students	13	10.3%	47	37.3%	41	32.5%	25	19.8%

KEY STRATEGIES:

- Read and reflect on the school's Māori Education plan.
- Ensure teachers are providing a teaching and learning atmosphere that is culturally responsive
- Facilitate in house collegial dialogue on implementing culturally responsive pedagogies
- Share readings and research (see links below). Implement findings/ trial strategies.
- Gather parent and student voice on best conditions/practices for learning/hold a hui
- Connect student's learning experiences to the world around them/in their community
- Provide co-operative/collaborative opportunities for learning
- Make use of place-based learning opportunities
- Share readings and research
- Engage in professional networks *e.g. Iwi, Teacher forums, AP/DP network, Principals group*
- Tap into strengths of Māori and English Curriculum teams and staff strengths
- To engage students and whanau and collect their voice
- Implement compatible strategies/new learning from Core Ed PD on the Modern Learning Curriculum *e.g. Student Agency, Engagement, D4L*
- Make effective use of technology for teaching and learning
- Analyse PAT reading reports for individual Māori

Assessment/Tracking:

- Mid-year or termly milestones – (e.g using easTle, Teacher observation, student voice)

EXPECTED OUTCOMES:

- Students will show increased levels of decoding, comprehension and enjoyment

RESOURCES:

- Voice of Students and Whanau
- Ka Hikitia <https://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf>
- Tataiako <https://educationcouncil.org.nz/required/Tataiako.pdf>
- PBS Māori Education Plan (Team Drive)
- "What Māori Students are Looking for in their teachers" <http://temangoroa.tki.org.nz/Te-Mana-Korero-Online/Developing-responsive-and-respectful-relationships/What-Maori-students-are-looking-for-in-their-teachers>

ACTUAL OUTCOMES:

To be collected at year end

TARGET 2: Writing Achievement of Boys

To accelerate boys progress in writing, thus increasing achievement against the NZC levels, particularly for those students who are performing below expectation

BASELINE DATA:

	Below No.	Below %	Within No.	Within %	Well Within No.	Well Within %	Above No.	Above %
All Students	87	12.9%	298	44.2%	234	34.7%	55	8.2%
Boys	63	18.4%	163	47.5%	99	28.9%	18	5.2%

KEY STRATEGIES:

- Facilitate in house collegial dialogue
- Share readings and research (see links below). Implement findings/ trial strategies.
- Engage in professional networks
- Tap into strengths of English team and male teachers on staff
- Attend professional development
- Gather student voice on best conditions/practices for learning
- Implement compatible strategies/new learning from Core Ed PD on the Modern Learning Curriculum
- Use technology as a tool to encourage engagement and lift enjoyment
- Connect student's learning experiences to the world around them/their interests
- Provide co-operative/collaborative opportunities for learning
- Measure engagement and enjoyment via student voice
- Measure progress against NZC (eastTtle)
- Scaffolding for small groups of students

EXPECTED OUTCOMES:

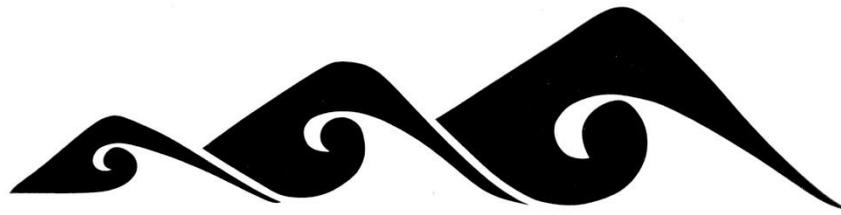
- Students will show increased levels of engagement and enjoyment
- Students working at curriculum level below that appropriate for their age, will make accelerated progress toward the age appropriate curriculum level
- Progress and achievement will be tracked and students' needs will be addressed through careful planning, reflection on next steps (priority learner summary at end of Terms 1, 2 & 4) and teaching

RESOURCES:

- Tap into strengths of English team and male teachers on staff
- Attend professional development
- Literacy online resources

ACTUAL OUTCOMES:

To be collected at year end



Paraparaumu Beach School

School Self-Review Programme

Procedural Information

- Paraparaumu Beach School's planning year is between January - December
- The School's self-review programme is cyclic and ongoing, with self-review timeframes being matched to the resultant decision-making timeframes. Annual Planning documents are finalised by the Board of Trustees early in the school year (as soon as all data and outcomes from the end of the previous year can be appropriately considered and incorporated into planning)
- An annually-updated Charter, Annual Report (including 'analysis of variance') and reporting will be lodged with the Ministry of Education in required formats on the dates legislatively specified
- The range of methods utilised for ongoing school self-review are summarised under N.A.G. headings (refer following pages)
- The programme of specific reporting on self-review to the B.O.T. in relation to the National Administration Guidelines is itemised separately as follows. This programme is a 'core content' outline only; ongoing analysis and self-review remains the key component of every Board and School meeting

Self-Review Programme:

Timetable of Reporting to the BOT

Timing	NAG	Reporting	When
<i>Monthly</i>	NAG 4 Finance & Property	A financial report including Statement of Financial Position, Statement of Financial Performance, a listing of all deposits, cheques and creditors and a Summary of Major Variances from budget	Monthly
<i>Monthly</i>	NAG 4 Finance & Property	A report on progress against all school property maintenance and development plans (5YA, school maintenance, cyclical maintenance) and property issues that could impact on the safety of students or the provision of a healthy learning environment	Monthly
<i>Monthly</i>	NAG 5 Health & Safety	A monthly report that details any breaches of legislation, or any incidents that have significantly compromised the requirement for a safe physical and emotional environment (ie not the day-to-day bumps and bruises of the students)	Monthly
<i>Monthly</i>	NAG 3 Personnel	A monthly report detailing all school staffing and Employment issues	Monthly

Timing	NAG	Reporting	When
<i>Quarterly</i>	NAG 1 Curriculum	Syndicate reports on curriculum plans for the upcoming term, and reviews of the previous term	3 rd week of each term

Timing	NAG	Reporting	When
<i>Annually</i>	NAG 2 Self Review	A presentation of the School Scheme along with a report on any changes or developments to the delivery of the National Curriculum during the year	February
<i>6-Monthly</i>	NAG 1 Curriculum	A report on programmes in place to meet the requirements of special needs and special abilities students and their on-going development	March
<i>6-Monthly</i>	NAG 1 Curriculum	A report on the achievement and development of Māori students	March

Timing	NAG	Reporting	When
<i>6-Monthly</i>	NAG 1 Curriculum	An analysis report on student achievement covering literacy and numeracy, and other curriculum areas as required; comparative data to be included	March September
<i>Annually</i>	NAG 4 Finance	An annual audited report prepared in accordance with all legislative requirements	March

<i>Annually</i>	NAG 3 Personnel	A report based on a survey of staff, and/or formal Principal - individual staff discussions regarding their view of the working environment	December
<i>Annually</i>	NAG 3 Personnel	A report summarising the professional development objectives for the next year, and performance against the plan from the current year	December
<i>Annually</i>	NAG 3 Personnel	A report confirming that all staff appraisals have been completed and any issues resulting from that are dealt with appropriately and, where necessary, in accordance with collective or individual contracts	December
<i>Annually</i>	NAG 4 Finance & Property	An Annual Budget prepared as part of the Annual Plan in November of each year	December
<i>Annually</i>	NAG 4 Finance & Property	A report on the Property Occupancy Agreement / all formal Property Documents confirming that the conditions are being met and outlining any issues that require future action	December
<i>Annually</i>	NAG 6 Legislation	A report outlining the planned school day and year	December

Self-Review Programme:

Review Methods & Reporting Formats

N.A.G. 1 Curriculum

Community Consultation:

- Community Survey (Biannually in odd numbered years)
- Openness to parents communication/involvement in school programmes – availability and high responsiveness to parental requests/opinions
- Annual “Reporting To Parents” Programme - including written reports on student progress and achievement, associated teacher conference / interview opportunities, school and syndicate information evenings and publications

Curriculum Review:

- Curriculum team reviews
- Senior staff review/planning days; senior staff meetings
- Syndicate meetings
- Teacher appraisal, professional development programmes – school/individual needs
- Syndicate reports to B.O.T.
- Teacher/topic presentations to B.O.T.
- Scheme review (including community consultation)

Assessment:

- School-wide data collection and analysis of – year levels, gender differences, Māori achievement, special needs/abilities achievement
- Reporting student achievement on Standardised Tests – Deputy Principal
- Achievement data analysis and reporting – Assistant Principal
- Curriculum Assessments and cumulative records on eTAP
- Senior teacher planning days/weekly meeting topic of review
- Curriculum teams
- School-wide & syndicate specific achievement expectations (assessment criteria)
- Teachers’ anecdotal notes & observations of students/Priority Learner profiles
- Teacher appraisal, professional development programmes – school/individual needs

Priority Learners:

- Annual Teacher Identification and Planning Document
- As per areas of specific need below

Māori Achievement:

- Analysis of School-wide achievement data
- Consultation with parents of Māori students/Whānau group

Special Needs/Abilities:

- Analysis of school-wide achievement data
- Annual Review – learning support/ORS programmes, structure and delivery
- Teacher aides’ formal meetings, consultation with staff

Career Guidance:

- Curriculum scheme review
- Year 7/8 programme updates

Teacher Role

- Teacher reflection and responsibility document ('Class Profile/Priority Learners document')
- Self-Review appraisal document
- Reflections against Teacher criteria
- Contribution to / Leadership of Professional Learning opportunities
- Contribution to syndicate discussions, curriculum team decisions

N.A.G. 2 Self Review**Strategic Plan/Annual Plan:**

- Annually review Strategic Plan
- Annual Targets (key specified areas from Strategic Plan) – produce/review

Review Process:

- B.O.T. documentation review & development (Policies – B.O.T.; Procedures – Management)
- Trustee, staff and management reports to B.O.T. meetings

Reporting to Students and Parents:

- Annual management review "Reporting to Parents Programme"
- Community survey (two-yearly)
- Health programme review (two-yearly)

N.A.G. 3 Personnel**Review of Appraisal System:**

- Management/Senior Staff (following each annual appraisal round)

Review of Professional Development Needs:

- Personal goals identified within "Appraisal Process" and school-wide developmental priorities
- School goals as per Annual Plan
- Curriculum teams reviews/strategic plans
- Senior staff review ('Review and Planning' days)

Good Employer:

- Confidential teacher interviews with Principal - support needs, personal development, school improvement (alternate years)
- Confidential teacher surveys – support needs, personal development, school improvement suggestions (alternate years)
- Board of Trustees 'Question and Answer' process with teaching staff - consultation meeting and follow-up Board meeting discussions
- Appraisal – process discussions
- Appointments process review reports (at conclusion of appointment round)

N.A.G. 4 Financial/Property**Financial Reports:**

- Annual financial audit
- Monthly financial reports to B.O.T.
- BOT Financial team mid-year budget reviews
- Principal / Financial Manager monthly accounts review and daily monitoring

Asset Management:

- Five-year Property Plan reviewed annually with external Project Manager
- Annual key property developments as school targets
- Weekly meeting Principal / Property Manager
- Annual maintenance survey & written schedule Principal / Property Manager
- Monthly B.O.T. Report
- Community Survey
- Asset register maintained

N.A.G. 5 Health & Safety

Emotional Environment:

- Monthly H&S management report to B.O.T. on students' needs and support / action programmes
- Senior staff meetings/Senior Management Meetings
- Syndicate meetings "student checks" aspect
- Annual staff review of Behaviour Management Plan – Deputy Principal
- Daily/Termly monitoring of student attendance/lateness to school – Deputy Principal
- Annual special needs review - D.P / Special Needs Teacher
- Community survey
- Transition to school (prior meeting(s) with pre-school parents / institutions)
- Staff appraisal systems (student wellbeing and safety)
- Review of Health Scheme (including community input)
- Feedback from pupils (via Student Council)
- Health & Safety Rep meetings with Principal and Property Manager (monthly and as need arises)

Physical Environment:

- Daily environmental / hazards inspection Property Manager
- Weekly playground / hazards inspection Property Manager
- Monthly safety certification reports sent to Argest Technical Services
- Weekly meeting Principal – Property Manager
- Emergency management/ termly school evacuation review - Assistant Principal
- Building Warrant of Fitness - Argest Technical Services
- Fire safety inspections - Wormald Fire Service
- Swimming Pool Inspections - Kapiti Coast District Council
- Swimming Pool Water Quality Tests - private laboratory
- Termly Hazard Register checks
- Monthly H&S Management Report to B.O.T. - playground accidents/injuries
- other significant H&S issues

N.A.G. 6 Administration

- Regular meetings B.O.T. Chair / Principal / Deputy Principal

- Regular meetings Principal / Deputy Principal / Assistant Principal
- Management reports to B.O.T.
- B.O.T. monthly meetings