

SCHOOL CHARTER 2019



PARUA BAY SCHOOL CHARTER 2019

Whangarei Heads Road RD 4 Whangarei T(09) 436 5814 E office@paruabay.school.nz
www.paruabay.school.nz

CONTENTS

INTRODUCTION

1. Our Vision
2. School Values
3. About Parua Bay School and its Community
4. Communication, Consultation and Review
5. Maori Education and Responsiveness Plan
6. Purpose of our Charter

STRATEGIC PLANNING

1. Statement of Intent
2. The National Administrative Guidelines (NAGS)
3. The National Education Guidelines (NEGS)
4. Baseline Data – National Standards
5. Parua Bay School Strategic Plan & Annual Plan
6. Self review
7. Documentation to support Strategic Aims

PARUA BAY SCHOOL CHARTER 2019

ANNUAL PLANNING

1. 2019 School Implementation Plan Checklist
2. Future Development / Focus
3. Strategic Plan for Curriculum Review, Development & Monitoring
4. Board of Trustees Meetings, Reporting & Review Schedule 2019
5. 2019 Professional Development and Learning Plan
6. Parua Bay School Self Review Annual Plan 2019

OTHER

1. 2019 Members of Staff
2. 2019 Board of Trustee members

PARUA BAY SCHOOL CHARTER 2019



INTRODUCTION

1. OUR VISION:

“Navigating Learning Together”

PARUA BAY SCHOOL CHARTER 2019

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2. OUR SCHOOL VALUES

Relationships (T1)	Respect (T2)	Resilience (T3)	Responsibility (T4)
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Each of these values is specifically taught throughout the school and will become embedded within our school culture. There will be a focus on a value each term. (as above) Certificates will be awarded to students throughout the year at the full school assembly recognising “Excellence” in all areas of the curriculum.

In 2019, a specially designed whanau afternoon has been planned on a weekly basis for several reasons; specific education of our school values, promote and teach well being and to promote growth mindset amongst the students. This Monday afternoon session will incorporate a “tuakana teina” system where students will have the opportunity to be grouped from New entrants to Year 8, thereby empowering our senior students to take responsibility for our younger tamariki. Each whanau session will begin with a short gathering / assembly where certificates for the Four R’s Values will be awarded to students who have displayed these values.

3. ABOUT PARUA BAY SCHOOL AND ITS COMMUNITY

Our school is a co-educational state full primary school (catering for Years 1 to 8) and is based in Parua Bay, which is approximately 25kms east of Whangarei. Our current rating for Ministry of Education purposes is Decile 9 and the end of year roll is 368 students in 2018.

Parua Bay is a coastal community which evolved from a strong farming background. Over the past four years there has been huge population growth in Parua Bay, which has increased the roll from 240 - 380 (2017). Families are regularly moving into the area from overseas and Auckland. As a result, there was an enrolment zone put in place in 2018. The school has experienced substantial renovation and construction work during 2017, with Te Akonga, our new four-classroom modern learning environment, being opened in Term 3. We are in the planning stages for eight more classrooms, an Administration block, a library and a new transport infrastructure (incorporating drop off zone for parents and a car parking area) to be constructed over the next three years. The eight classroom, two storey building is planned to commence in 2019.

Within the school’s physical boundaries there is a hall, administration block, several classroom blocks, sports sheds, hard covered courts, playgrounds, sandpits, library, a special needs room, swimming pool and sports fields. The school has a pathway linking it to the local estuary and wetlands, with

ongoing planting making it a haven for various fauna. The local Playcentre and Kindergarten reside on school property, along with an after-school care and holiday programme (SKIDS). Across the road from the school is the Parua Bay Day care.

In the school's community there are a number of retail outlets (including doctor's surgery, café, liquor store, supermarket, Tavern, bakery, hairdressers, beauty therapy, service station etc), a child day-care facility, gym, as well as sporting, cultural, and social clubs such as squash, bowls, golf, badminton, martial arts, soccer, netball, rugby, athletics, yoga, dance, music, gymnastics, fishing, surf lifesaving, fitness classes and equestrian.

Parua Bay is in close proximity to several beaches (both swimming and surfing), boat ramps, scenic nature trails, dormant/extinct volcanoes, kiwi habitats, and marine reserves. It is also the gateway to the Whangarei Heads peninsula.

More information about our school can be found on our website at: www.paruabay.school.nz

4. COMMUNICATION, CONSULTATION AND REVIEW

Good communication is at the heart of everything we do. Parua Bay School communication, consultation and review comprises of the following:

- Bi-weekly newsletters (including notification of academic and non-academic achievements, sports results, school events etc)
- Student led interviews – Term 2
- Meet the Teacher Social Picnic - Term 1
- Meetings with local groups for specific purposes
- Literacy / Numeracy Information evening Term 2)
- Expo (Literacy, Numeracy or Science) - Odd Years / Production - Even Years (Term 3)
- School Hangi (Term 2 or 3)
- New Entrant Information Booklet
- Whanau Parent Hui – each term.
- Coffee with the Senior Leadership Team - every Friday 8.30 - 9.00 a.m. in the staff room
- Calf Club (Term 4)
- Board of Trustee reports prepared on a regular basis (twice per term)
- P.T.A. meetings – twice per term
- Board of Trustee meetings. All meetings are open to the public and reported back to the community via the school newsletter
- Assemblies - whole school every two weeks (recognising academic and non-academic achievements, sports results, award certificates); Whanau Assemblies weekly on Monday afternoons. (recognising students displaying the values).

PARUA BAY SCHOOL CHARTER 2019

- School Surveys
- Termly powhiri
- Accelerated Learning communication of programmes and achievement data
- Life Education Trust / Keeping Ourselves Safe Programme – NZ Police / Cyber Safety
- School Camps – throughout the year
- Written reporting on students’ progress to parents (Reading, Writing and Mathematics)
- Cultural, music, and values’ shows
- Specific events, which parents are advised of and encouraged to attend
- Our new website (www.paruabay.school.nz)
- Parua Bay School Facebook site (launched in 2017)

The school has a positive relationship with its community and encourages parents to visit and be part of school life. Our Maori community is part of the communication, consultation, and review process as listed previously.

Many of the previously noted forms of communication, consultation, and review will be employed (along with a Board of Trustees and Staff Strategic Planning Meeting) when reviewing the Charter annually.

5. MAORI EDUCATION and RESPONSIVENESS PLAN

Parua Bay recognises the unique position of Maori culture in our community and endeavours to provide instruction in tikanga Maori (culture) and te reo Maori (language) as an integrated process in various aspects of teaching and at timetabled set times.

Teachers target aspects of Taha Maori (tikanga and te reo) in curriculum planning. A teacher instructs children in Kapa Haka. Our school participates in the annual kapa haka festivals at Whangaruru School, Manaia View School and the “Te Whanga Festival”, which rotates between Onerahi, Raurimu Avenue, Whangarei Heads Schools and us. Parental involvement is encouraged and welcomed. In 2019 there will continue to be two separate kapa haka groups; a junior group (years 2-4) and a senior group (Years 5-8).

All classes will continue to incorporate up to 3 hours (level 4b) of te reo Maori and tikanga Maori in 2019 and this will include timatanga, (karakia, waiata, mihi,) instruction and powhiri.

Parua Bay School is an active member of the Maori Achievement Collaborative schools (M.A.C.s), which is a group of schools in Te Tai Tokerau whose Principals meet once a term to discuss all aspects of Maori achievement. In 2019, the MACs will continue to be a part of the official Ministry of Education PLD, through the provider, Te Akatea. Parua Bay School is committed to the MACs process in 2019.

PARUA BAY SCHOOL CHARTER 2019

The “bi-lingual” journey at Parua Bay School has been a successful venture with the following benefits arising from it:

- A higher awareness from the whole school of the bi-cultural nature of New Zealand
- A higher level of commitment to Te Reo Maori in the whole school
- The “normalisation” of all tikanga Maori protocol (powhiri, waiata, karakia) by the whole school

6. PURPOSE OF OUR CHARTER

Our school Charter (apart from being a ministry requirement) is used as a guiding document for all stakeholders to provide a literal and visual description of how we intend to progress towards goals and targets as set out in our Strategic Planning section of this Charter.

It should be read and considered in conjunction with a number of key documents (which can be accessed through the school office):

- a) Parua Bay School Policy Framework
- b) Parua Bay School Budget for 2019
- c) Parua Bay School Annual Report 2018
- d) Parua Bay School Professional Development & Learning Plan
- e) Parua Bay School Annual Plan 2019
- f) 5YA and 10YA Property Plan
- g) Parua Bay School Self Review Plan 2019

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STRATEGIC PLAN

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1. STATEMENT OF INTENT

This plan will set out the Board of Trustees' objectives and expectations for the school's achievements for the next three years and the ways in which they intend to meet those objectives.

2. NATIONAL ADMINISTRATION GUIDELINES (NAGs)

The school follows these guidelines in the administration and operation of the school in all areas of curriculum, planning, reporting, review, personnel, finance, property, health and safety and legislation as prescribed by the Ministry of Education.

3. NATIONAL EDUCATION GOALS (NEGs)

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

NEG 1

Equality The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4

PARUA BAY SCHOOL CHARTER 2019

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

4. Baseline Data – National Curriculum Levels - 2014 - 2018

Learning Area	2014 At / Above (%)	2015 At / Above (%)	2016 At / Above (%)	2017 At / Above (%)	2018 At / Above (%)
Reading	73	83	81	80	81
Writing	65	74	76	74	71
Mathematics	75	73	73	79	77

5.



Strategic Plan

2019-21

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Context



Parua Bay School is a decile 9, full primary school based in the picturesque Whangarei Heads. The school's roll has grown dramatically in the past four years from 220 to 370 students. The school strategically planned to introduce a collaborative teaching and learning pedagogy throughout all classrooms in 2016. Throughout 2017, building programmes have created Modern Learning Environments or "flexible learning spaces" in half of the classes (Years 0-4). By 2020, it is hoped that the whole school will have flexible learning spaces, through which collaborative teaching and learning can be practised.

The school enjoys the strong support of a close-knit community, and this "triangulated" approach to education (links between teacher, student and home) is essential to the improving levels of achievement by all students. At Parua Bay School we are proud of and have strengths in the

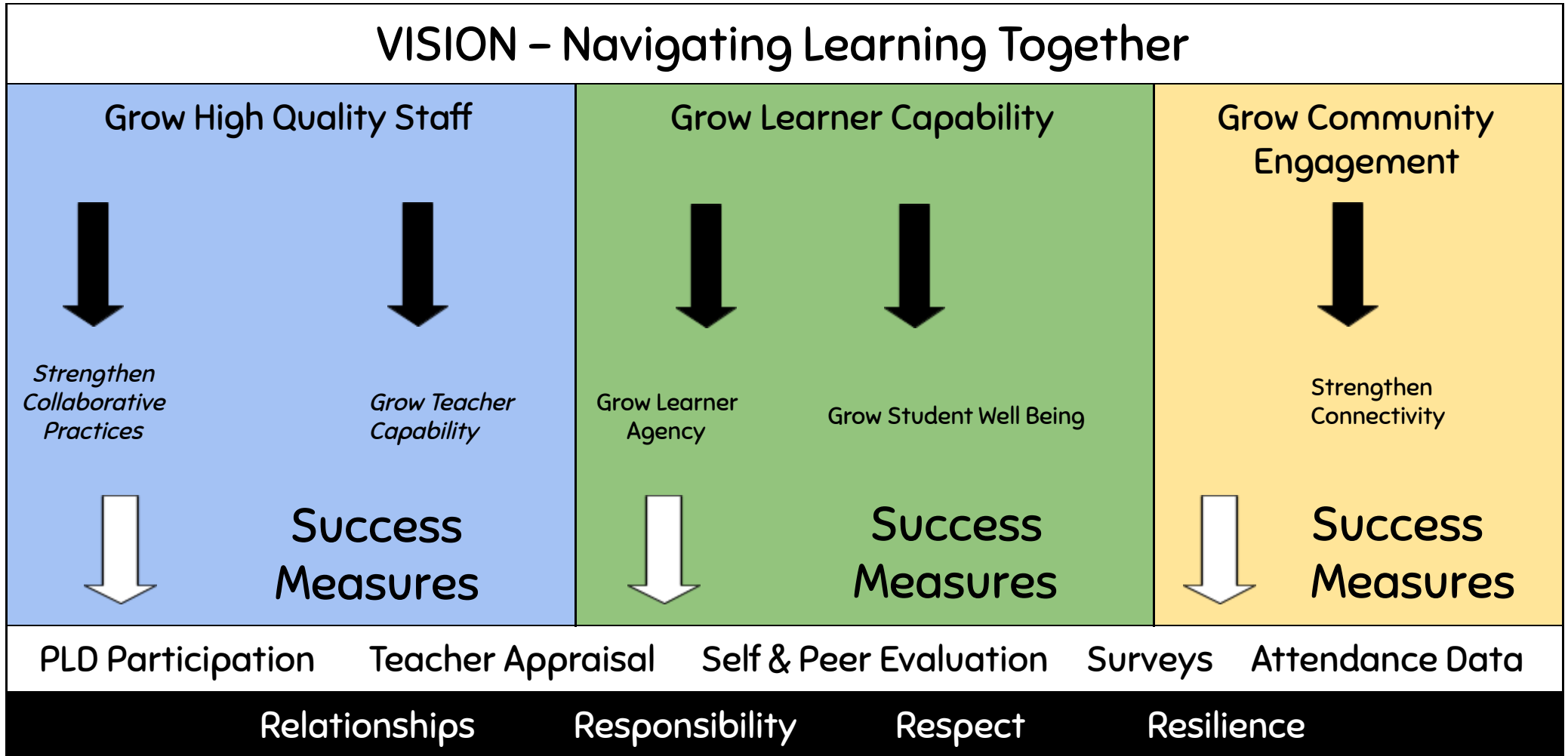
following areas:

- Collaborative teaching and learning practices
- Te Reo / Tikanga practices
- Camps in every Year group (E.O.T.C.)
- Aspects of Learning through Play in our Reception / Year 1 classes
- Accelerated Learning programmes for lower achievers
- Holistic education
- Environmental education



PARUA BAY SCHOOL CHARTER 2019

Strategic Goals 2019-2021



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Current Reality and Gap Analysis - Critical Success Factors.

1. To Grow High Quality Staff

	scale : low		key: yellow = starting point green = end point						scale: high	
Time	1	2	3	4	5	6	7	8	9	10
2017										
2018										
2020										

2. To Grow Learner Capability:

	scale : low		key: yellow = starting point green = end point						scale: high	
Time	1	2	3	4	5	6	7	8	9	10
2017										
2018										
2020										

3. To Grow Community Engagement:

	scale : low		key: yellow = starting point green = end point				scale: high			
Time	1	2	3	4	5	6	7	8	9	10
2017										
2018										
2020										—

PARUA BAY SCHOOL CHARTER 2019

2019-21 Strategic Plan

Vision:
Navigating Learning Together

Strategic Goal 1:
To grow High Quality Staff

Strategic Initiative 1:
Strengthen Teacher collaborative practices

Baseline Measure:
All teachers, planning, meeting and evaluating in teams

<i>Evaluation</i>	<i>2019 Measure</i>	<i>2020 Measure</i>	<i>2021 Measure</i>
<i>Input</i>	<ul style="list-style-type: none"> • Time in staff meetings • \$6000 allocated for staff PLD 	<ul style="list-style-type: none"> • Time in staff meetings • \$2000 allocated for staff PLD 	<ul style="list-style-type: none"> • Time in staff meetings • \$6000 allocated for staff PLD
<i>Output</i>	<ul style="list-style-type: none"> • Annual PLD plan developed for specific “Collaborative teaching and learning practices”. • Create a rubric for “collaborative Practices” • Collaborative team visits to other schools 	<ul style="list-style-type: none"> • Annual PLD plan developed and any new teachers have participated in identified PLD • Collaborative rubric used by all teachers 	<ul style="list-style-type: none"> • Annual PLD plan developed and any new teachers have participated in identified PLD • Collaborative rubric used by all teachers
<i>Outcomes</i>	<ul style="list-style-type: none"> • Changes in teacher practice is documented by teachers and shared with peers • Teachers will become more confident, knowledgeable and adept at the practice of “collaborative teaching practices” so that students’ achievement increases. • Teachers will observe other schools’ collaborative practices and review their own. • Collaborative team culture will be enhanced 	<ul style="list-style-type: none"> • Confident successful teachers with a strong collaborative culture who tailor practices & resources towards individual learning needs • Teachers will observe other schools’ collaborative practices and review their own. • Collaborative team culture will be enhanced 	<ul style="list-style-type: none"> • Confident successful teachers with a strong collaborative culture who tailor practices & resources towards individual learning needs • Teachers will observe other schools’ collaborative practices and review their own. • Collaborative team culture will be enhanced

PARUA BAY SCHOOL CHARTER 2019

Vision:
Navigating Learning Together

Strategic Goal 1:
To Grow High Quality Staff

Strategic Initiative 2:
Grow teacher Capability through targeted PLD

Baseline Measure: A diverse range of new and experienced teachers – most (85%) created staff quality matrix in 2018

<i>Evaluation</i>	<i>2019 Measure</i>	<i>2020 Measure</i>	<i>2021 Measure</i>
<i>Input</i>	<ul style="list-style-type: none"> • Time in staff meetings • \$10,000 allocated for PLD support 	<ul style="list-style-type: none"> • Time in staff meetings • \$6,000 allocated for PLD support 	<ul style="list-style-type: none"> • Time in staff meetings • \$2,000 allocated for PLD support
<i>Output</i>	<ul style="list-style-type: none"> • Staff quality rubric being used for self / peers assessment • Rubric being incorporated into appraisal • PLD Plan developed 	<ul style="list-style-type: none"> • Rubric being used for self / peers assessment • Rubric being incorporated into appraisal • PLD Plan developed 	<ul style="list-style-type: none"> • Rubric being used for self / peers assessment • Rubric being incorporated into appraisal • PLD Plan developed
<i>Outcomes</i>	<ul style="list-style-type: none"> • Teachers showing progress against the H.Q.T. matrix by improving 2 criteria by one level • Teachers confidently using the H.Q.T. matrix with their appraisers so that teacher capability is strengthened and students' achievement is improved. 	<ul style="list-style-type: none"> • Teachers showing progress against the H.Q.T. matrix by improving 2 criteria by one level • Teachers confidently using the H.Q.T. matrix with their appraiser so that teacher capability is strengthened and students' achievement is improved. 	<ul style="list-style-type: none"> • Teachers showing progress against the H.Q.T. matrix by improving 4 criteria by one level • Teachers confidently using the H.Q.T. matrix with their appraiser so that teacher capability is strengthened and students' achievement is improved.

**Vision:
Navigating learning
Together**

**Strategic Goal 2:
Grow Learner Capability**

**Strategic Initiative 1:
Grow Learner agency**

<i>Evaluation</i>	<i>2019 Measure</i>	<i>2020 Measure</i>	<i>2021 Measure</i>
<i>Input</i>	<ul style="list-style-type: none"> • Staff meeting time • PLD – MOE funded “Student Agency” 	<ul style="list-style-type: none"> • Staff meeting time 	<ul style="list-style-type: none"> • Staff meeting time
<i>Output</i>	<ul style="list-style-type: none"> • All teachers will co-construct specific literacy lessons with PLD facilitator / SLT and evaluate sessions • All teachers will create a P.B.S. Learner Profile to be used coherently through the school • Progressive learning licences will be developed and trialled throughout the school • Action group formed for “Linc–Ed” to meet twice per term for 2 terms to see how “Learner agency can be promoted through linc–ed. 	<ul style="list-style-type: none"> • P.B.S. Learner Profile will be used coherently through the school • Progressive learning licences will be modified and used throughout the school 	<ul style="list-style-type: none"> • P.B.S. Learner Profile will be used coherently through the school • Progressive learning licences will be modified and used throughout the school
<i>Outcomes</i>	<ul style="list-style-type: none"> • Systems to promote learner agency will be practised and honed by all teachers, thereby improving student achievement • Common language for learning across the school will ensure clarity of vision and improve student achievement 	<ul style="list-style-type: none"> • Common language for learning across the school will ensure clarity of vision and improve student achievement • Learning licences will improve 	<ul style="list-style-type: none"> • Common language for learning across the school will ensure clarity of vision and improve student achievement • Learning licences will improve

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Baseline Measure:
Majority of teachers (85%) have participated in whole school PLD on student agency in 2018

	<ul style="list-style-type: none"> • Learning licences will improve learner agency and lift student achievement • Some teachers (action group) will trial students using the linc-ed server to display work and self assess achievement and progress 	<p>learner agency and lift student achievement</p>	<p>learner agency and lift student achievement</p>
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Vision:
Navigating Learning Together

Strategic Goal 2:
Grow Learner Capability

Strategic Initiative 2:
Grow Student Well being

Baseline Measure:
 Baseline data to be gathered in 2019 (C.O.L. survey)

<i>Evaluation</i>	<i>2019 Measure</i>	<i>2020 Measure</i>	<i>2021 Measure</i>
<i>Input</i>	<ul style="list-style-type: none"> • Time set aside in the curriculum • Staff PLD (COL) 	<ul style="list-style-type: none"> • Time set aside in the curriculum • Staff PLD (COL) 	<ul style="list-style-type: none"> • Time set aside in the curriculum • Staff PLD (COL)
<i>Output</i>	<ul style="list-style-type: none"> • Whanau / Values programme plan • Tuakana teina system developed in whanau groups • Student council continues to gather student voice • Specialist teachers for Te Reo, P.E / Drama, music and S.T.E.A.M. introduced 1 day per week for C.R.T. • "Parua Bay Way" set of positive statements / rules to be created by staff and students 	<ul style="list-style-type: none"> • Whanau / Values programme plan • Tuakana teina system developed in whanau groups • Student council continues to gather student voice • Specialist teachers for Te Reo, P.E. music and S.T.E.A.M. introduced 1 day per week for C.R.T. 	<ul style="list-style-type: none"> • Whanau / Values programme plan • Tuakana teina system developed in whanau groups • Student council continues to gather student voice • Specialist teachers for Te Reo, P.E. music and S.T.E.A.M. introduced 1 day per week for C.R.T.
<i>Outcomes</i>	<ul style="list-style-type: none"> • Students feel more empowered at school – creating more favourable conditions and increasing student achievement • Students' well being is improved by implementing whanau system / programme • A richer curriculum offered to the students will enhance student well being • 3 questions on the student "Wellbeing" survey will improve by 20% (Identity, Respect, emotion regulation) 	<ul style="list-style-type: none"> • Students feel more empowered at school – creating more favourable conditions and increasing student achievement • Students' well being is improved by implementing whanau system / programme 	<ul style="list-style-type: none"> • Students feel more empowered at school – creating more favourable conditions and increasing student achievement • Students' well being is improved by implementing whanau system / programme

	<ul style="list-style-type: none">• “Parua Bay Way” becomes a living document throughout the school, promoting wellbeing, fairness and values		
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PARUA BAY SCHOOL CHARTER 2019

Vision:
**Navigating Learning
 Together**

Strategic Goal 3:
To Grow Community Engagement

Strategic Initiative 1:
**Strengthen Connectivity with the
 community**

Baseline Measure:
 Small number of parents attend
 assemblies / some invited for
 certificates

<i>Evaluation</i>	<i>2018 Measure 2019 Measure</i>	<i>2019 Measure 2020 Measure</i>	<i>2020 Measure 2021 Measure</i>
<i>Input</i>	<ul style="list-style-type: none"> • Staff time • Students' time 	<ul style="list-style-type: none"> • Staff time • Students' time 	<ul style="list-style-type: none"> • Staff time • Students' time
<i>Output</i>	<ul style="list-style-type: none"> • Once a term programme for "Giving back to the Community" • Inviting parents into assemblies (whole school) to speak about careers / topics of interest • Teachers talking about themselves at whanau assemblies (personal stories etc) 	<ul style="list-style-type: none"> • Once a term programme for "Giving back to the Community" - reviewed and modified. • Inviting parents into assemblies (senior 7 whole school) to speak about careers / topics of interest • Teachers talking about themselves at assemblies (personal stories etc) 	<ul style="list-style-type: none"> • Once a term programme for "Giving back to the Community" - reviewed and modified • Inviting parents into assemblies (senior 7 whole school) to speak about careers / topics of interest • Teachers talking about themselves at assemblies (personal stories etc)
<i>Outcomes</i>	<ul style="list-style-type: none"> • Students will gain better appreciation / understanding of staff - creating stronger relationships • Parents, staff and students will forge stronger bonds and this will grow engagement. • Students doing community service will create good will / stronger bonds 	<ul style="list-style-type: none"> • Students will gain better appreciation / understanding of staff - creating stronger relationships • Parents, staff and students will forge stronger bonds and this will grow engagement. • Students doing community service will create good will / stronger bonds 	<ul style="list-style-type: none"> • Students will gain better appreciation / understanding of staff - creating stronger relationships • Parents, staff and students will forge stronger bonds and this will grow engagement. • Students doing community service will create good will / stronger bonds

Road Plan - Strategic Goals/ Initiatives

Developing Initiative Consolidating Initiative Embedding Initiative

Strategic Goals	Initiatives	2016	2017	2018	2019
Staff	Collaboration	Developing Initiative	Developing Initiative	Consolidating Initiative	Consolidating Initiative
	Capability		Developing Initiative	Developing Initiative	Consolidating Initiative
Students	Agency		Developing Initiative	Developing Initiative	Consolidating Initiative
	Well Being			Developing Initiative	Consolidating Initiative
Community	Connectivity			Developing Initiative	Consolidating Initiative

PARUA BAY SCHOOL CHARTER 2019



Annual Plan 2019

PARUA BAY SCHOOL CHARTER 2019

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Goal 1: To grow high quality staff

Strategic Initiative 1: Strengthen teacher Collaborative Practices

3 Year Success Metric: Confident successful teachers with a strong collaborative culture who tailor practices & resources towards individual learning needs

Initiative One	12 Month Milestone	Key Actions	Responsibility
Strengthen teacher Collaborative Practices	<ul style="list-style-type: none"> Annual PLD Plan developed All teachers participating in PLD on Collaborative practices All teachers participating in creating, and using the “collaboration” rubric All teachers to have made “collaborative” team visits 	<ul style="list-style-type: none"> Resources allocated for PLD Staff meetings strategically planned out for the year – Collaboration PLD Team Leaders & SLT to organise team visits to other schools / observations / self reviews 	<p>DJ</p> <p>DJ</p> <p>LH / RS / BR / MB /SLT</p>

Goal 1: To grow high quality staff

Strategic Initiative 2: Grow teacher capability through targeted PLD

3 Year Success Metric: Teachers showing progress against the H.Q.T. matrix by adding 1 or 2 criteria

Initiative Two	12 Month Milestone	Key Actions	Responsibility
Grow teacher capability through targeted PLD	<ul style="list-style-type: none"> High Quality Teaching matrix reviewed by all teachers All teachers have self/ peer evaluated their practice against the H.Q.T. matrix criteria 	<ul style="list-style-type: none"> H.Q.T. matrix is reviewed and incorporated into appraisal Staff complete self and peer assessments against H.Q.T. matrix criteria (Focus of 2 specific criteria per year – 1 each half year) 	<p>DJ</p> <p>Teachers / appraisers</p>

Goal 2: *Grow Learner Capability*

Strategic Initiative 1: *Grow Learner Agency*

3 Year Success Metric: Through the development of a schoolwide Learner Profile and the creation and implementation of schoolwide learner contracts, teachers are empowering students to be more in control of their learning resulting in increased student achievement.

Initiative One	12 Month Milestone	Key Actions	Responsibility
<i>Grow Learner Agency</i>	<ul style="list-style-type: none"> A P.B.S. Learner Profile will be developed by all staff Learner contracts will be developed and implemented progressively throughout the school M.O.E. PLD “student agency” will continue through the year 	<ul style="list-style-type: none"> Staff creating a Learner Profile in staff meeting time Learner contracts created by staff and trialled through the year MOE facilitator and SLT co-constructing lessons with staff to promote more effective systems promoting student agency in all classes 	<p>HS</p> <p>HS / RJ</p> <p>HS / RJ / DJ</p>

Goal 2: *Grow Learner Capability*

Strategic Initiative 2: *Grow Student Well Being*

3 Year Success Metric: All students will feel a stronger sense of belonging to the school community, feeling valued, confident, secure and safe, as evidenced in survey results. (See Community of Learning Achievement Challenge)

Initiative Two	12 Month Milestone	Key Actions	Responsibility
<i>Grow Student Well</i>	<ul style="list-style-type: none"> All students will have participated in a weekly whanau time focused on well 	<ul style="list-style-type: none"> 1SU assigned for whanau/ values co-ordinator Whanau / values programme planned by 	<p>HS / JH</p> <p>HS / JH</p>

<i>Being</i>	being / values <ul style="list-style-type: none"> • Specialist teachers enriching the curriculum • Well Being PLD in staff meetings will support staff to deliberately teach and promote student wellbeing • A “Parua Bay Way” document will be created and owned by all students & staff at Parua Bay School. 	collaborative teams – reviewed at end of year. <ul style="list-style-type: none"> • Co-ordinate a programme of specialist teachers for CRT • Staff focus on 3 specific aspects of the student wellbeing survey (Identity, self respect, Emotion regulation) • Parua Bay Way criteria discussed by staff, taken to students and a final document established and “lived” 	DJ HS RJ / DJ
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Goal 3: To Grow Community Engagement	Strategic Initiative 2: <i>Strengthen connectivity with the Community</i> <i>3 Year Success Metric: More parents actively involved in the school, particularly speaking at assemblies; regular community action days where students pay back to the community</i>
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Initiative One	12 Month Milestone	Key Actions	Responsibility
<i>Strengthen connectivity with the community</i>	<ul style="list-style-type: none"> • Termly “pay it back” community events organised successfully • Assemblies have a community / staff cohesion 	<ul style="list-style-type: none"> • Co-ordinate community events (Pay-it-back) • Introduce parents as speakers in assemblies • Staff speaking in whanau assemblies about mihi / personal stories 	RJ / JH RJ RJ

PARUA BAY SCHOOL CHARTER 2019

6. SELF REVIEW

The charter review and ratification will occur in a special meeting of board in 2018. The following format will be followed:

- What is (what we have achieved)
- What worked? (positives)
- What could we do better?
- What is needed for this to be realized? (budget and other resourcing implications)

The Principal & B.O.T. will then consult with all stakeholders and begin the 2020 charter formulation (including aspects of the 2019 Annual plan). The 2019 Charter needs to be ratified by the B.O.T. and sent off to the M.O.E. by 31 March 2019. Good practice should ensure that the Charter is ratified early in the term and sent to the M.O.E. by the end of February.

7. DOCUMENTATION TO SUPPORT STRATEGIC GOALS

School Management

- Charter 2019
- Board Policy Framework
- Annual Budget 2019
- Annual Report for 2018
- Meeting minutes for Board of Trustees and Staff
- Parent newsletters
- Board of Trustees newsletters
- New Entrant Information Sheet
- Information and Expectations booklet
- Junior School Reading booklet

PARUA BAY SCHOOL CHARTER 2019

- o Te Reo / Tikanga Information Booklet
- o School policies and procedures
- o Positive Behaviour for Learning Plan (PB4L)
- o Five Year Property & Ten Year Capital and Maintenance Plan
- o Hazard Identification Monitoring Reports
- o M.O.E. documentation / Health & Safety Procedure
- o Collaborative Teaching & Learning Strategic Plan
- o Te Reo Maori Strategic Plan
- o Re-Visioning Strategic Plan

Student Achievement

- o New Zealand Curriculum (2001)
- o Curriculum Plans
- o Assessment schedules
- o Professional Development Plans
- o Teachers' programmes of work
- o Student records
- o Formal Reports
- o Targets for student achievement (Priority Learners)
- o Targets for Maori Student Achievement
- o Analysed data on student achievement
- o IEP and ILPs for Students with Special Needs
- o Intervention Programmes for students at Risk
- o Accelerated learning programmes for reading, writing and mathematics.

PARUA BAY SCHOOL CHARTER 2019

ANNUAL PLANNING – 2019

1. 2019 SCHOOL IMPLEMENTATION PLAN CHECKLIST

WHEN	TASK	WHO RESPONSIBLE
Each Term	Support PTA initiatives for community events	Whole community
	Whanau Parent Hui	Management / R.S.
	Board of Trustee Meetings – self review after each meeting	Principal, B.O.T.
	School wide professional development focus on Science / Technology & record of professional development and learning	Management & Staff - report to BoT
	Implement relevant five year / 10 year plan sections	Management - report to BoT
	Maintenance/Hazards check to be carried out	Principal & Caretaker - report to BoT
	Fire/ Evacuation /Lockdown termly drills done and Procedures reviewed	Management & Staff - report to BoT
	All testing as per school schedule	Staff , Report to BoT
	Report on Financial Position at each meeting (where possible), compare to Budget, and motion passed authorising payments for the month	Principal
Term 1	Analysis of Variance Report for MOE	BoT & management
	Finalise & Approve 2019 Charter incorporating curriculum - Send to MOE	BoT & management
	Finalise & Approve 2019 Budget	BoT & management
	Sight & record Current Practicing Certificates for all Teaching Staff	Principal
	Confirm that camps are economical so that family contribution is minimized	Staff to Principal - report to BoT
	Principal's Appraisal underway	Principal and Board
	Set up remedial, accelerative and extension programmes	Management & Staff - report to BoT
	All Staff's first aid checked and refresher course booked as needed	Management & Staff - report to BoT
	Have procedures/ operational manual for school staff	Management
	Letters of appointment / job descriptions for all staff/ appraisal documents ready	Principal
	Draft Financial Statements due to Auditors (31 st March)	BoT, Principal
	Policy review carried out in accordance with Policy Review Schedule	BoT & management

PARUA BAY SCHOOL CHARTER 2019

	Report Curriculum Achievement data from 2017 to the wider community	Management Team
	Termly visits to and from local preschools (consider taking older students as “role-models”)	Junior Syndicate – Report to BoT
	Present Audited 2018 Annual Report	Principal & BoT
Term 2	Review & report to BoT 2019 budget mid term	BoT & Principal – when accounts available
	Literacy / Numeracy Evening planned	Management & Staff
	Policy review carried out in accordance with Policy Review Schedule	BoT & management
	Celebration of Matariki Week – school hangi	Community and staff
	Thinking Room data for Term 2	DP, Report to BoT
	Student Led Conferences in week 7	S.L.T. staff and parents
	Report on absences for Term 2	DP, Report to BoT
	Electrical check on all equipment to be carried out	Principal
	Student Reports go out - Week 7 or 8	Management, Staff
Term 3	Policy review carried out in accordance with Policy Review Schedule	BoT & management
	Asset Register Check to be carried out	Management - report to BoT
	Principal to present Achievement data (mid year OTJs) for terms 1 & 2 to Board.	Principal
	Exposition of displayed student work in the hall	Management & Staff
	Charter Planning 2020	Principal & SLT / BOT
Term 4	Prepare draft 2020 budget	Principal, Treasurer, BoT
	Begin initial discussion for the 2020 Charter with school, board and community consultation	BoT
	Strategic Planning for 2020 meeting	BoT and Staff
	2020 Charter Planning	BoT, Management, Staff & community
	Policy review carried out in accordance with Policy Review Schedule	BoT& management
	Community Show Day & Calf Club	PTA, Staff
	Report curriculum achievement results to BoT and wider community	Management Team
	Responsible Thinking Room data for Term 4 to BoT	Deputy Principal – Report to BoT
	Principal Appraisal conclude	External Assessor
	Develop 2020 Draft Principal Appraisal	BoT Sub-Committee
	Review support staff needs for 2020 – report minimal requirements to BoT	Management - report to BoT
	Issue End of Year Reports to Students	Management & Staff - report to BoT
	Complete Staff Appraisals	Principal , Staff

PARUA BAY SCHOOL CHARTER 2019

PARUA BAY SCHOOL CHARTER 2019

Whangarei Heads Road RD 4 Whangarei T(09) 436 5814 E office@paruabay.school.nz
www.paruabay.school.nz

2. FUTURE DEVELOPMENT / FOCUS

a. Property/Assets (refer also 5 year Property Plan)

The School has prepared property plans for the 5YA and 10YA budgets. The school will be beginning a large-scale design and build project, which will incorporate an 8 classroom (double-storey) block, an administration block, a library, car parking area and a drop off zone.

b. Curriculum

i. 2019

1. Boys achievement in Literacy
2. S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
3. Collaborative teaching and learning Practices focus
4. Learning through play (Years 0-2)
5. Te Reo / Tikanga Maori
6. Priority Learners – Teaching as Inquiry
7. Accelerated Programmes for targeted students – reading, writing & mathematics (A.C.E.)
8. Digital Citizenship - Cyber Safety Programme

3.STRATEGIC PLAN FOR CURRICULUM REVIEW, DEVELOPMENT, AND MONITORING

	2019
Major Focus	Learner Agency / Key Competencies
Maintenance	S.T.E.A.M.

Note: All curriculum areas are reviewed annually as part of the school curriculum self review. Curriculum areas are covered depending on the chosen integrated units studied each year.

4. BOARD OF TRUSTEES REPORTING & REVIEW SCHEDULE FOR 2018

Meetings	19/2/2019	26/3/2019	14/5/2019	18/6/2019	06/08/2019	10/09/2019	29/10/2019	03/12/2019	
Policy Review	Review as per agenda set at first meeting - see below								
	B.O.T. Chair Vote Principal Professional Expenses Policy & Legal Responsibility Policy	Healthy & Safety Policy	Disciplinary Process in Relation to the Principal Policy & Curriculum Delivery Policy	Appointments Policy & Trustees Code of Conduct Policy	Asset Protection Policy & Chairperson's Role Description Policy	Child Protection Policy & The Relationship between the Chairperson & the Principal Policy	Committee Policy & Principal's Performance Appraisal Policy	N/A	
Curriculum Review	<ul style="list-style-type: none"> Analysis of Variance Annual Targets & Report Charter 2019 	Priority Students – Initial Report	Student Achievement Data as appropriate Priority Students 2 nd report				Priority Students		<ul style="list-style-type: none"> Student achievement data – end of year analysis Charter for 2020 Annual Report Annual Targets Budget 2020
		Numeracy - J.S.	Sports / P.E. - CP / DJ Accelerative Groups – Term 1 analysis (MC / SLT)	Literacy – A.A.	I.C.T. - HS. Accelerative Groups Term 2 analysis (MC / SLT)	S.T.E.A.M. - TM	Te Reo – R.S. Accelerative Groups Term 3 analysis (MC / SLT)	Environmental Studies – S.M. / R.B.	
Strategic Focus	<ul style="list-style-type: none"> Charter & Annual Plan 2019 Review schedule 2019 	Property Management – 5YA & New Buildings report						<ul style="list-style-type: none"> Budget draft Agenda for next year 	
Other		Principal's Appraisal underway Review Enrolment Zone	BOT Performance Review			Set closing date & number of out of zone applications	Charter 2018 Planning	Principal's Appraisal completed	

PARUA BAY SCHOOL CHARTER 2019

5. 2019 STAFF PROFESSIONAL LEARNING & DEVELOPMENT PLAN

Priorities:

1. Student well being (Communities of learning and in-house)
2. Collaborative Teaching and Learning (Internally arranged school visits and in-house)
3. Student Agency (M.O.E. funded - Alison Davies)
4. Specific areas of need for teaching staff

6. PARUA BAY SCHOOL SELF REVIEW PLAN 2019

Terms	Week 1	Week 3	Week 5	Week 7	Week 9
1		Meet the Teacher Picnic	Tikanga/Te Reo Maori	Swimming sports	Whanau Values Day
2	Priority Learner	ACE Groups - presentation to staff	Literacy / Numeracy Evening	Cross Country / Assessment	Annual Goals (In staff meeting) SLC's
3	C.R.T. programmes	Linc-Ed	Health and Safety	Whanau/4 R's Values programme	
4	Writing Expo	Meetings	Annual Goals (In staff meeting)	Reporting	

PARUA BAY SCHOOL CHARTER 2019

OTHER

1. 2019 MEMBERS OF STAFF AT PARUA BAY SCHOOL

<u>Name</u>	<u>Title / Room</u>	<u>Years</u>
Danny Jewell	Principal	
Hazel Smith	Deputy Principal - Academic (Accelerative Programmes / SENCO/ ICT)	
Robert Jones	Assistant Principal - Pastoral / H. & S. / Sport - Room 16	7/8
Lynfa Harris	Room 14 (Collaborative Team Leader - Seniors)	7/8
Jeremy Hamilton	Room 2 (T.I.C. Whanau Sports / Values / well being programme)	5/6
Janette Steel	Room 3 (T.I.C. Mathematics)	5/6
Rai Shortland	Room 1 (T.I.C. te reo Maori / Collaborative Team Leader - Hub)	5/6
Kylie Aubrey	Room 4 (Events Organisation)	5/6
Barbara Reynolds	Room 6 (Collaborative Team Leader - Years 3/4 - Team Awatea)	4
Deanna Uttley	Room 5 (Junior Kapa Haka)	4
Tania Westren	Room 7	3
Jessica Coyne	Room 8	3
Madeleine Brooks	Room 10 (Collaborative Team Leaders Years 0-2 - Team Manu)	2
Renay Baker	Room 9 (T.I.C. Environment)	2
Amanda Askew	Room 12 (Transition / T.IC. Literacy)	0/1
Carolyn Henwood	Room 11 - Year 1 (B.O.T. staff rep / P.T.A.)	1

PARUA BAY SCHOOL CHARTER 2019

Christian Reynolds	Relief (0.2) Years 5-8	5-8
Marian Chubb	Room 17 - Accelerative Programmes (0.35)	0-8
Ange Vette	Room 16 - Leadership Release (0.2) Years 7/8	7/8
Matua Caleb	Hall - C.R.T. - Drama / P.E.	0-8
George Karklins	Room 13 - C.R.T. - Music	0-8
Whaea Pera	C.R.T. - Te Reo	0-8
Tineke Martin	Room 15 - C.R.T. - S.T.E.A.M.	0=8

Carol Abbott	Principal's Secretary / Office Administrator	
Linzi Morgan	Office Administrator / Library	
Karen Anderson	Teacher Aide	
Rebecca Anderson	Teacher Aide	
Kelly Oosterbroek	Teacher Aide	
Claire Harrison	Teacher Aide	
Alec Cooper	Caretaker	

PARUA BAY SCHOOL CHARTER 2019

2. 2019 BOARD OF TRUSTEES MEMBERS

Board of Trustees	Title	Sub-Committees	Phone Numbers
James Buckland	Chairperson	All committees	436 5301
Danny Jewell	Principal	All committees	971 9634
Tangiwai Baker			436 5251
Conal Summers	Building Executive	Building	436 3342
Luke Malcolm			436 0697
Kathy Faulkner	Finance Executive	Finance	436 5652
Carolyn Henwood	Staff Representative		021 234 6649

PARUA BAY SCHOOL CHARTER 2019