

SCHOOL CHARTER 2020



OUR VISION:

“Navigating Learning Together”

OUR VALUES

Relationships <i>Whanaungatanga</i>	Respect <i>Manaakitanga</i>	Resilience <i>Mātatoa</i>	Responsibility <i>Tūtika</i>
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Each of the school values is specifically taught throughout the school and has become embedded within our school culture. There is a focus on a value each term. Certificates will be awarded to students throughout the year at the full school assembly recognising “Excellence” in all areas of the curriculum.

In 2020, whanau afternoons will take place on a bi-weekly basis for several reasons: specific education of our school values and key competencies, promote and teach well being and to promote growth mindset amongst the students. These sessions 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.

ABOUT PARUA BAY SCHOOL AND ITS COMMUNITY

Our school is a co-educational state full primary school, catering for Years 1 to 8, approximately 25kms east of Whangarei. We are a ‘Decile 9’ school situated in a coastal community and finished 2019 with a roll of 330 students.

Over the past five years there has been significant population growth in Parua Bay, which has increased the roll by approximately a further 100 students. 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, a four-classroom modern learning environment, being opened that year. We are in the planning and construction stages for eight more classrooms, an Administration block, a library and new transport infrastructure to be constructed over the next three years. The eight classroom, two storey building is planned to commence in 2020.

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 and service station. The community also has a child day-care facility, gym, as well as sporting, cultural, and social clubs including 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

COMMUNICATION, CONSULTATION AND INVOLVEMENT

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

<ul style="list-style-type: none">● 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● Information evenings● Expo (Literacy, Numeracy or Science) - Odd Years / Production - Even Years (Term 3)● School Hangi (Term 2 or 3)● New Entrant Information Booklet● Whanau Hui – each 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● School Surveys● Termly Powhiri	<ul style="list-style-type: none">● Assemblies - whole school every two weeks, recognising academic and non-academic achievements, sports results, award certificates; Whanau assemblies, recognising students displaying school values.● 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 website (www.paruabay.school.nz)● Parua Bay School Facebook site
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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.

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 and Te Reo Maori as an integrated process in various aspects of teaching and at set times within our class and whole school timetables.

Teachers target aspects of Taha Maori (tikanga and te reo) in curriculum planning. Our school participates in the annual Kapa Haka festivals at Whangaruru School and the “Te Whanga Festival”, which rotates between Onerahi, Raurimu Avenue, Whangarei Heads Schools and Parua Bay. Parental involvement is encouraged and welcomed. Students enjoy two 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 2020 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. Parua Bay School is committed to the MACs process. Additionally, in 2020 staff will begin an 18 month Level 3 National Certificate in Te Pōkaitahi Reo to boost their Te Reo and better meet the cultural needs of priority learners.

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 protocols (powhiri, waiata, karakia) by the whole school.

PURPOSE OF OUR CHARTER

Our school Charter 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.

RELATED SCHOOL DOCUMENTS

The School Charter 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 2020
- c) Parua Bay School Annual Report 2019
- d) Parua Bay School Professional Development & Learning Plan
- e) Parua Bay School Annual Plan 2020
- f) 5YA and 10YA Property Plan
- g) Parua Bay School Self Review Plan 2020
- h) Parua Bay Way

STRATEGIC PLAN 2020 - 2022

The overarching objective of the Strategic Plan is to improve outcomes for all students and particularly priority learners. 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. This strategic plan is responsive to stakeholder consultation and school needs. **Baseline data** helps to inform our plans.

2019 Baseline Data - SUCCESSES	2019 Baseline Data - CHALLENGES
<p>Reading</p> <ul style="list-style-type: none"> ● 90.5% Year 3-8 students At or Above the expected level. ● 83.8% Year 1-8 students At or Above the expected level. ● 86% of Boys At or Above the expected level. 	<p>Reading</p> <ul style="list-style-type: none"> ● 38% of Year 2 Below and Well Below. Target Year 3 in 2020. ● 21% of Year 4 Below and Well Below. Target Year 5 in 2020.
<p>Writing</p> <ul style="list-style-type: none"> ● 79.9% Year 1-8 students At or Above the expected level. ● 24.5% Above the expected level ● 86% of Girls At or Above the expected level. ● 13.4% improvement in boys' writing from 2018 data. 	<p>Writing</p> <ul style="list-style-type: none"> ● 26.3% Boys Below and Well Below. ● 47% Year 2 Below and Well Below. Target Year 3 in 2020. ● 28% Year 4 Below and Well Below. Target Year 5 in 2020.
<p>Mathematics</p> <ul style="list-style-type: none"> ● 78.2% Year 1-8 students At or Above the expected level. ● 21.8% Above the expected level ● The mathematics gender gap has reduced from 4% to 0.9%. 	<p>Mathematics</p> <ul style="list-style-type: none"> ● 33.7% Maori Below and Well Below. ● 29% Year 2 Below and Well Below. Target Year 3 in 2020. ● 50% Year 7 Below and Well Below. Target Year 8 in 2020.
<p>Behaviour</p> <p>A 2019 BOT parental survey indicated that of 115 responses:</p> <ul style="list-style-type: none"> ● 92% of parents agree that teachers and administrators demonstrate a genuine concern for the wellbeing of students. ● 94% of parents agree that Parua Bay School has a good school-community feeling. <p>A 2019 COL/staff survey indicated staff feel safe, celebrate each other's achievements and contribute to the shared vision of the school.</p>	<p>Behaviour</p> <p>A 2019 BOT parental survey indicated that of 115 responses:</p> <ul style="list-style-type: none"> ● 30% of parents agree that the School manages and deals with bullying issues appropriately; ● 38% of parents agree that the school's discipline procedures are fair and effective. <p>A 2019 COL/staff survey indicated requests for a clearer pathway for resolving student conflict.</p>

Summary Baseline Data – National Curriculum Levels - 2015 - 2019

Learning Area	2015 At / Above (%)	2016 At / Above (%)	2017 At / Above (%)	2018 At / Above (%)	2019 At / Above (%)
Reading	83	81	80	81	83.8
Writing	74	76	74	71	79.9
Mathematics	73	73	79	77	78.2

Strategic Goals	2020 Initiatives	2021 Initiatives	2022 Initiatives
Grow high quality staff	<ul style="list-style-type: none"> ● Level 3 National Certificate in Te Pōkaitahi Reo for staff. ● Grow STEAM capability of staff. ● Enhance staff wellbeing. ● Targeted maths PLD. ● Embed learner agency PLD. 	<ul style="list-style-type: none"> ● Staff complete Level 3 National Certificate in Te Pōkaitahi Reo. ● Continue STEAM & wellbeing initiatives. ● Develop collaborative practice within new learning spaces. ● Participate in COL PLD where relevant. 	<ul style="list-style-type: none"> ● Refine collaborative practice. ● Review staff Te Reo application in classes and impacts on learning. ● Participate in COL PLD where relevant, e.g. wellbeing.
Grow student capability	<ul style="list-style-type: none"> ● Develop student self-regulation and self-assessment, incl. Use of Linc-Ed. ● Empower learner self-direction through inquiry choices, consultation around topics. ● Tuakana teina opportunities in bi-weekly Whanau time. 	<ul style="list-style-type: none"> ● Learner Capability matrix developed with students. ● Continue to strengthen student choice and self-awareness of learning needs. ● Review student voice opportunities and actions. 	<ul style="list-style-type: none"> ● Refine, review Learner Capability matrix. ● Review the 'Parua Bay Way'. ● Continue to strengthen student choice and self-awareness of learning needs.

<p>Grow community engagement</p>	<ul style="list-style-type: none"> ● Strengthen connections with school whanau. ● Work toward Linc-Ed home access. ● Address behaviour perceptions. 	<ul style="list-style-type: none"> ● Parental Survey & feed into Strategic Plan. ● Community service actions by students. ● Linc-Ed home access developed. ● 'PB4L' commonality of language & practices. ● Whanau Hui localised curriculum. 	<ul style="list-style-type: none"> ● Review school values with community. ● Review localised curriculum and whanau expectations.
<p>Develop an inspiring school environment</p>	<ul style="list-style-type: none"> ● Specialist Enviroschool teacher. ● Maximize STEAM & topic construction themes. ● Minimize disruption caused by building project. 	<ul style="list-style-type: none"> ● Maximize Enviroschool, STEAM & topic opportunities. ● Community engagement around developing the school grounds. 	<ul style="list-style-type: none"> ● Maximize Enviroschool, STEAM & topic opportunities.

ANNUAL PLAN 2020

Strategic Goal 1 – Staff: **To grow high quality staff**

Initiative	Actions	Initiative Measures	Responsible
1. Grow teacher capability in Te Reo Maori	<ul style="list-style-type: none"> ● Implement Te Reo Maori courses (e.g. Te Whare Wananga o Awanuiarangi) for staff and community. ● In-class support for staff (Tues) 	<ul style="list-style-type: none"> ● Satisfactory language level obtained, tutor feedback. ● Te Reo embedded into every class. 	<p>MA - Principal RS - Tutor</p>
2. Grow teacher capability in STEAM	<ul style="list-style-type: none"> ● PLD for STEAM leader ● Deliver PLD to staff. ● STEAM student survey - baseline ● Targeted Mathematics PLD. 	<ul style="list-style-type: none"> ● Student voice re: STEAM understanding & experience. ● Mathematics OTJs increase. 	<p>JS - WST STEAM & mathematics lead teacher</p>
3. Enhance staff wellbeing	<ul style="list-style-type: none"> ● Engage with COL ● Reduce meetings, meetings and paperwork ● Termly staff wellbeing activity ● PLD for wellbeing leader ● Address any challenges from staff wellbeing survey 	<ul style="list-style-type: none"> ● Staff survey results ● Sharing teacher success visuals and stories 	<p>LH - WST wellbeing</p>

Strategic Goal 2 – Students: **To grow learner capability**

Initiative	Actions	Initiative Measures	Responsible
<p>1. Enable learner self-regulation, awareness of their own learning</p>	<ul style="list-style-type: none"> ● Students use Hero (Year 5-8) 2-4 pieces per term. ● Students self-assess their Reading/Writing/Math through supported use of ‘progressions’ ● Students identify where next with their learning ● Establish baseline % 	<ul style="list-style-type: none"> ● Students can articulate where they are at and where next with their learning ● Increase % on baseline 	<p>HS - Linc-Ed/Hero</p>
<p>2. Empower learner self-direction and wellbeing</p>	<ul style="list-style-type: none"> ● Students increase understanding and use of reflective questions. ● Gain and use student voice into topic content. ● Once per term students will complete an inquiry on a topic of their choice. ● More class time for School Council discussion. ● Targeted Tuakana teina buddies. 	<ul style="list-style-type: none"> ● Students can articulate what they are learning and how they have been part of the planning and subsequent feedforward. ● Students can articulate how the ‘chill out’ space, student council discussions and targeted buddies have ‘helped’ them. 	<p>JS - inquiry MA - wellbeing</p>

Strategic Goal 3 – Community: **To grow community engagement**

Initiative	Actions	Initiative Measures	Responsible
<p>1. Strengthen connectivity with school whanau</p>	<p>New or further developed actions:</p> <ul style="list-style-type: none"> ● Annual calendar shared with parents well in advance. ● Further involvement of Kaumatua and local iwi through whanau hui and Charter consultation. ● Develop Koha procedure to recognise the expertise that Kaumatua bring to our kura. ● Share successes with parents and whanau through Hero/linc-Ed and other media. ● Engage community ‘experts’ coaching gifted and talented problem solving teams. ● STEAM expo ● Electives Term 4 ● Clubs, EOTC, ‘extras’ added to school website. ● Support PTA with new initiatives 	<ul style="list-style-type: none"> ● BOT Parental Survey ● Attendance by whanau at Student Led Conferences ● Level of involvement by families at whanau hui ● Inclusions in the Charter based on consultation. 	<p>RJ - AP</p>

Strategic Goal 4 – Environment: **To develop an inspiring school environment**

Initiative	Actions	Initiative Measures	Responsible
1. Ensure new buildings meet the needs of our learners and staff	<ul style="list-style-type: none"> ● Meets the needs of school ● Allocation of time to HS ● Time spent on design ● Consultation with stakeholders ● Consideration for inclusion and Maori ● Curriculum focus on construction ● STEAM projects to take advantage of building project ● Enviro/STEAM CRT 	<ul style="list-style-type: none"> ● Consultation at SLT/MOE level ● Through STEAM project, students are able to better understand design/build project 	HS - DP
2. To minimise the impact of the building project on our learners	<p>Plan to mitigate:</p> <ul style="list-style-type: none"> ● Noise management ● Dust ● Consideration of class movements ● Parking ● Resources ● Functioning school ● Staggered end day ● Footpaths 	<ul style="list-style-type: none"> ● Monitor and analyse attendance and enrolments. ● Monitor parent, student and teacher feedback on building project. 	HS - DP

BOARD OF TRUSTEES REPORTING & REVIEW SCHEDULE FOR 2020

Meetings	19/02/2020	25/03/2020	13/05/2020	17/06/2020	05/08/2020	09/09/2020	28/10/2020	02/12/2020
Policy Review	Review as per agenda set at first meeting - see below							
	B.O.T. Chair Vote Board Roles & Responsibilities Policy & Parua Bay School Delegations List	Complaints Process & Personnel Policy	Reporting to the Board Policy & Conflict of Interest Policy	Board Induction Policy & Board Review Policy	Meeting Process Policy & Meeting Procedure Policy	Financial Planning Policy & Enrolment Scheme Policy	Managing Challenging Behaviour & Physical Restraint Policy & Theft & Fraud Policy	
Curriculum Review	<ul style="list-style-type: none"> Analysis of Variance including Annual Targets Charter 	Priority Students – Initial Report	Priority Students	Student Achievement Data as appropriate Priority Students 2 nd report				<ul style="list-style-type: none"> Student achievement data – end of year analysis Charter for 2021 Annual Report Annual Targets Budget 2021
		Digital Curriculum	Literacy	STEAM, including mathematics.	Te Reo	EOTC & extra curricular	Inquiry learning	

Strategic Focus	<ul style="list-style-type: none"> Charter & Annual Plan Review schedule 	Property Management – 5YA & New Buildings report	Ongoing progress of initiatives in annual plan to achieve Strategic Goals of: <ul style="list-style-type: none"> Grow high quality staff Grow Learner capability Grow community engagement Develop an inspiring environment 				<ul style="list-style-type: none"> Budget draft Agenda for next year 	
Other		Principal's Appraisal underway	BOT Performance Review			Set closing date & number of out of zone applications	Appraisal	Principal's Appraisal completed

PARUA BAY SCHOOL SELF REVIEW PLAN 2020

Terms	Week 1	Week 3	Week 5	Week 7	Week 9
1		Whanau engagement -Meet the Teacher picnic	Tikanga/Te Reo in the Curriculum	Swimming programme	Linc Ed Progressions
2	Working with Priority Learners	4 Rs Values	Curriculum integration	Buildings CRT	Annual Goals
3	Student Led Conferences	Linc Ed Reporting	Health and Safety	Meetings	
4	PB4L	Assessment/ Progressions	Tikanga/Te Reo PLD	Annual Goals	

Self review is carried out in several contexts, including in Collaborative Learning Teams (CLTs or syndicates). CLT self review is shared with the Senior Leadership Team (SLT) who monitor and adjust school actions to achieve overall strategic goals.

ABBREVIATIONS

PLD - Professional Learning and Development; SLT - Senior Leadership Team; COL - Community of Learning; WST - Within School Teacher; STEAM - Science, Technology, Engineering, Arts, Mathematics; OTJs - Overall Teacher Judgements.

NATIONAL EDUCATION GOALS (NEGs)

Government sets the following goals for the education system of New Zealand. NEGs inform the role of Trustees within Parua Bay School.
<i>NEG 1 - 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.</i>
<i>NEG 2 - Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.</i>
<i>NEG3 - Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.</i>
<i>NEG 4 - 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.</i>
<i>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.</i>
<i>NEG 6 - Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual needs.</i>
<i>NEG 7 - Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.</i>
<i>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.</i>
<i>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.</i>
<i>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.</i>

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.