

# PARUA BAY SCHOOL



## SCHOOL CHARTER 2017

PARUA BAY SCHOOL CHARTER 2017

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## **PARUA BAY SCHOOL CHARTER 2017**

# INTRODUCTION



## **1. MISSION STATEMENT:**

Parua Bay School provides a caring environment for students to become lifelong learners and encourages students to develop:

- ~ confidence and respect for themselves and others
- ~ thinking and problem solving skills
- ~ positive relationships with others and the environment

## **2. OUR VISION:**

At our school everyone is:

Actively involved in learning, and caring about our unique environment, and where Maori tikanga, different cultures and relationships are valued.

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### **3. OUR SCHOOL VALUES**

The <b>CARING</b> Kind Manaakitanga	The <b>COMMUNITY</b> Kind Whanaungatanga	The <b>ACHIEVING</b> Kind Akonga	The <b>ENVIRONMENTAL</b> Kind Kaitiakitanga
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Each of these values is embedded with our key competencies and these are expressed and articulated via our Lifelong Learning Progressions.

### **4. 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 start of year roll is 330 students in 2017.

Parua Bay is a coastal community which evolved from a strong farming background. Over the past three years there has been a huge population growth in Parua Bay, which has increased the roll from 240 - 360. Families are regularly moving into the area from overseas and Auckland.

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](http://www.paruabay.school.nz)

### **PARUA BAY SCHOOL CHARTER 2017**

## **5. 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:

- Weekly newsletters (including notification of academic and non-academic achievements, sports results, school events etc)
- Student led interviews – Term 1
- Meet the Teacher Social Picnic - Term 1
- Term 2 Reporting to parents
- Meetings with local groups for specific purposes
- Literacy / Numeracy Information evening Term 2)
- Expo (Literacy or Numeracy) / Production (Term 3)
- School Hangi (Term 2)
- New Entrant Information Booklet
- Whanau Parent Hui – each term.
- Community Show days & Calf Club (Term 4)
- Board of Trustee reports prepared on a regular basis
- F.P.B.S. (formerly PTA) meetings – second Wednesday of each month
- Board of Trustee meetings. All meetings are open to the public and reported back to the community via the school newsletter
- Assemblies (recognising academic and non-academic achievements, sports results, award certificates and Kool Kid awards)
- School Surveys
- Life Education Trust / Keeping Ourselves Safe Programme – NZ Police
- School Camps – throughout the year
- Written reporting on students' progress to parents including National Standards (Reading, Writing and Mathematics), Literacy,
- Cultural, music, and values' shows
- Specific events, which parents are advised of and encouraged to attend
- Our website ([www.paruabay.school.nz](http://www.paruabay.school.nz))
- Parua Bay School Facebook site (to be 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.

### **PARUA BAY SCHOOL CHARTER 2017**

## **6. 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 and Manaia View School as well as Te Whanga Festival. Parental involvement is encouraged and welcomed. In 2017 there will be two separate kapa haka groups; a junior group (years 2-4) and a senior group (Years 5-8).

All teachers will be participating in professional learning development for te reo Maori in 2017, and this will feed into the school focus of te reo and tikanga Maori. In 2017, the Bi-Lingual committee will be continuing to research “best practice” of bi-lingual units in the Whangarei and Auckland regions with the intention of initiating a Parua Bay School bi-lingual class in 2018. All classes will be incorporating up to 3 hours (level 4b) of te reo Maori and tikanga Maori in 2017 and this will include timatanga, (karakia, waiata, mihi,) instruction and powhiri. One Year 5/6 class, under the tutelage of Whaea Rai, will incorporate a higher level of te reo Maori in preparation for the start of the bi-lingual unit in 2018. The students in this preparation class have opted to be in this class.

A working party consisting Danny Jewell, Whaea Rai and Tangiwai Baker will present a proposal to the B.O.T. for a bi-lingual class starting in 2018. A vote will be cast in May to decide the future viability of this proposal.

## **7. 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 2017
- c) Parua Bay School Annual Report 2016
- d) Parua Bay School Professional Development & Learning Plan
- e) Parua Bay School Annual Plan
- f) 5YA and 10YA Property Plan
- g) Parua Bay School Self Review Plan 2017

## **PARUA BAY SCHOOL CHARTER 2017**

# STRATEGIC PLAN

## **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**

***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.***

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**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 M ori through the advancement of M ori education initiatives, including education in Te Reo M ori, 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 M ori, and New Zealand's role in the Pacific and as a member of the international community of nations.***

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#### 4. Baseline Data – National Standards 2015

%	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	Year 4	Year 5	Year 6	Year 7	Year 8	Years 1-8	Below / At & Above
<b>Maths: Below</b>	10	22	36	19	28	39	27	35	27	<b>27</b>
<b>Maths: At</b>	68	56	48	38	52	34	53	28	48	
<b>Maths: Above</b>	23	22	15	44	20	26	20	38	25	
<b>Writing: Below</b>	13	33	24	22	37	26	17	35	26	<b>26</b>
<b>Writing: At</b>	83	58	58	56	50	61	43	38	57	
<b>Writing: Above</b>	5	9	18	22	13	13	40	28	17	
<b>Reading: Below</b>	18	24	12	9	11	16	13	34	17	<b>17</b>
<b>Reading: At</b>	50	36	42	38	70	39	30	31	43	
<b>Reading: Above</b>	33	40	45	53	20	45	57	34	40	

#### Baseline Data – National Standards 2016

%	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	Year 4	Year 5	Year 6	Year 7	Year 8	Years 1-8	Below / At & Above
<b>Maths: below</b>	10	17.1	20	15.2	23.5	26.1	38.7	21.2	20.5	20.5
<b>Maths: At</b>	78	68.1	54.3	54.3	44.1	45.7	45.2	48.5	56.2	
<b>Maths: Above</b>	12	14.9	25.7	30.4	32.4	28.3	16.1	30.3	23.3	
<b>Writing: below</b>	30	29.8	25.7	10.9	14.7	30.5	25.8	18.2	23.6	23.6
<b>Writing: at</b>	70	57.4	42.9	71.7	32.4	39.1	64.5	54.5	55	
<b>Writing: above</b>	0	12.8	31.4	17.4	52.9	30.4	9.7	27.3	21.4	
<b>Reading: below</b>	70	21.3	20	4.3	0	10.8	22.6	12.1	21.7	21.7
<b>Reading: at</b>	24	51.1	5.7	50	52.9	45.7	32.3	45.5	38.8	
<b>Reading: above</b>	6	27.7	74.3	45.7	47.1	43.5	45.2	42.4	39.4	

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<p><b>Staff, Students' &amp; Community Engagement</b></p>	<p><i>Enhance Te Reo and Tikanga Maori engagement within PBS and the wider community (2)</i></p>	<p><b><u>School:</u></b></p> <p>Raise staff competence to teach te reo Maori  Staff to enrol in He Papa Tikanga course  Seek MOE PLD in Maori  Embed Maori protocols schoolwide including Timatanga, waiata, powhiri  Move towards Level 4b of Maori instruction across school in 2017  Employ external te reo Maori kaiako to support teacher practice (sustainability)  Move towards Level 3 for 1-2 classes within school (bi-lingual unit)  Kapa Haka and festivals (Te Whanga , Whangaruru, Manaia View)  Promote understanding of Maori giftedness amongst staff and community  School theme 'Identity' to promote sense of understanding and belonging with local history</p> <p><b><u>Community:</u></b></p> <p>Regular Whanau hui (termly)  Wananga  Community PLD through Wananga o Aotearoa  Use Kapa Haka to engage with community  Community Events (Hangi Term 3, Matariki Term 3)</p>
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<p><b>Environment</b></p>	<p><b><i>Reduce PBS Environmental Footprint (3)</i></b></p>	<p>Investigate energy efficiency measures through monitoring and quantification of current usage trends, and identify potential solutions such as habitual changes, alternative power sources, lighting, heating and cooling.</p> <p>Investigate solar power options</p> <p>Investigate LED lighting</p> <p>Review Heating and cooling</p> <p>Ensure sustainability practices are incorporated into the school and MoE supply chain- particularly building projects- through contractual obligations (to avoid skiploads of recyclable materials being discarded to landfill during building projects)</p> <p>Continue to research new build power options</p> <p>Develop landscaping options that improve the environment</p> <p>Reduce Lost Property and Litter around the school</p> <ul style="list-style-type: none"> <li>- through collaborative team ownership</li> <li>- create whanau areas</li> <li>- Improve Friday tidy system</li> </ul> <p>Recycle ICT devices</p> <p>Consolidate Silver Enviro award practices</p>
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		<b>Issues</b>	<b>Strategies</b>
<b>Roll Growth</b>	<b><i>To effectively manage roll growth at Parua Bay School. (4)</i></b>	<p>Managing roll growth</p> <p>Systems, Staffing structure, Assessment, Planning Reporting</p> <p>Buildings</p> <p>Transport Infrastructure - Safety</p> <p>Events</p> <p>Managing resources -Staffing -Admin spaces -Classrooms -Playgrounds -Swimming Pool, Hall, Library</p> <p>Emotional well-being -staff -students -sense of belonging -relationships</p> <p>Maintaining standards within the environment</p>	<p>Enrolment Scheme</p> <p>Strategically review and plan effective systems.</p> <p>Managing new building projects Managing 5YA building projects</p> <p>Liaising with M.O.E. / architects / experts to develop a more effective transport infrastructure.</p> <p>Use of self review to improve effectiveness of events / systems</p> <p>Review staffing needs on a regular basis</p> <p>Ensuring minimal movement for staff and students Specific play areas for year groups Consideration in timetabling</p> <p>Strengthen school values and whanau system amongst staff and students IDENTITY school theme Hauora Opportunities to build relationships sought out between staff, student and whanau</p> <p>Monitor cleaning and caretaking programmes</p>

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## 2017 ANNUAL PLAN

**2017 Goals:**

1. To reduce the gap between boys' (62% at / above - 2016) and girls' (90% at / above - 2016) achievement levels in writing.
2. To build capacity amongst all teachers to teach te reo Maori within the classroom.
3. To consolidate further collaborative teaching and learning practices at Parua Bay School, effectively utilising flexible learning spaces.

2017 Goals	Action	Key Outcomes	Personnel	Timeframe
To reduce the gap between boys' (62% at / above) and girls' (90% at / above) achievement in writing.	<ul style="list-style-type: none"> <li>● Action Team created to investigate, discuss and feedback to staff successful strategies to raise achievement for boys' writing.</li> <li>● Visiting male authors role modelling</li> <li>● Choosing "boy topics for writing"</li> <li>● Using variety of media / ICT for writing</li> <li>● Lots of oral work before writing</li> <li>● Using competition</li> <li>● Short / sharp writing exercises / activities to encourage boys to write</li> <li>● Making purpose clear and genuine</li> <li>● Using scribes / older students writing</li> </ul>	<ul style="list-style-type: none"> <li>● New strategies investigated, tested and analysed leading to higher engagement and achievement</li> <li>● Boys inspired to write</li> <li>● Motivation - starters</li> <li>● Making it easier for boys to achieve</li> <li>● Making boys feel comfortable and confident before the writing experience</li> <li>● Better quality work due to knowing boys span of attention is shorter</li> <li>● Getting boys buy in to writing by showing them reasons for writing in a genuine context should inspire them to achieve higher results</li> <li>● Variety of strategies will encourage boys who need diverse stimulation to keep focused</li> </ul>	Action team / SLT	2017 - termly feedback
				Action team/SLT
			Teachers	
			Teachers	2017
			Teachers	2017
			Teachers	2017
			Teachers	2017
			Teachers	2017

### PARUA BAY SCHOOL CHARTER 2017

	<ul style="list-style-type: none"> <li>● Word Power / Power writing</li> <li>● Using good variety of graphic organisers / templates / visuals to encourage boys</li> <li>● Distinct and routine writing process - plan / write / edit - steps broken down</li> <li>● Using boy related exemplars</li> <li>● Using videos / prompts to encourage imagination &amp; inspiration</li> <li>● ACE groups focusing on boys' writing</li> </ul>		<p>Teachers</p> <p>Teachers Teachers</p>	
<p>To build capacity amongst all teachers to teach te reo Maori within the classroom.</p>	<ul style="list-style-type: none"> <li>● Specific te reo Maori teacher (0.2) - Paul Mepham teaching different classes</li> <li>● Marae Noho - both teachers and students</li> <li>● He Papa Tikanga PLD</li> <li>● Te reo Maori PLD in staff meetings</li> <li>● Whole school waiata weekly</li> <li>● Using teachers within the school that have strengths in te reo Maori to role model / support to others</li> <li>● Resource packs for teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers of those classes practise teaching topics covered by Paul in a follow up lesson will improve teachers' knowledge / understanding / ability of te reo</li> <li>● Increased understanding and practice of tikanga and te reo Maori in a genuine setting</li> <li>● Improved understanding of Tikanga Maori</li> <li>● Improved understanding of te reo Maori</li> <li>● Increased practice of waiata resulting in more unity, better singing, more enjoyment</li> <li>● More support for all teachers - increased confidence amongst teachers to use te reo.</li> </ul>	<p>Teachers</p> <p>SLT / Rai</p> <p>Teachers Teachers Rai / teachers</p> <p>Experienced teachers</p> <p>Rai / Paul</p>	

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	<ul style="list-style-type: none"> <li>● Create a list of te reo commands to be used by teachers in class</li> <li>● Community classes in te reo</li> <li>● Include te reo / Tikanga themes in production</li> <li>● Incorporate te reo into “Identity” 2017 whole school theme</li> <li>● Specific things to teach each week</li> <li>● Te reo integrated into daily / weekly planning so it’s not an isolated programme</li> <li>● Maori games / sports integrated into the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Resources provided support teacher to use te reo in class more readily</li> <li>● Te reo commands will be used more frequently in class</li> <li>● Staff involved in this PLD will improve their te reo</li> <li>● Bringing te reo in everyday aspects of school life - “normalising” te reo</li> <li>● Integration of te reo into all learning areas to upskill teachers</li> <li>● Better understanding of te reo curriculum</li> <li>● A more coherent curriculum.</li> <li>● An integrated curriculum showing links between learning areas</li> </ul>	<p>Rai</p> <p>Certain teachers</p> <p>Production action team Teachers</p> <p>Teachers Rai / Teachers</p> <p>Rai / Paul / Teachers</p>	
<p>To consolidate further collaborative teaching and learning practices at parua Bay School, effectively utilising flexible learning spaces.</p>	<ul style="list-style-type: none"> <li>● Action Team focused on collaborative teaching and learning practice meeting twice per term</li> <li>● Time for discussions timetabled into staff meetings</li> <li>● Continue to discuss collaboration in staff meetings with reference to professional readings</li> <li>● Draw on specialists within the community to broaden our curriculum in a collaborative way -</li> </ul>	<ul style="list-style-type: none"> <li>● Action team will look at different models of collaboration from other schools in NZ / outside NZ and report back to staff on findings</li> <li>● Staff voice will be heard and valued - genuine process will be the result</li> <li>● Staff will feel well informed and can make decisions based on genuine evidence</li> <li>● More holistic curriculum delivered using specialist support - also better links</li> </ul>	<p>Collaboration Action Team</p> <p>SLT</p> <p>SLT / Collaboration Action Team</p> <p>All teachers</p>	

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	<p>eg photography, dance, gymnastics, medical etc</p> <ul style="list-style-type: none"> <li>● Invite speakers into school for staff meetings</li> <li>● Collaborative team trips to other schools to witness “collaboration” in action - kindies / senior schools / primary schools</li> <li>● Continue to practise rotations using specialisms from staff</li> <li>● Independent Learning Programmes - Years 5-8</li> <li>● Practise “tuakana teina” processes more</li> </ul>	<p>created with community / whanau</p> <ul style="list-style-type: none"> <li>● Give staff different perspectives on collaborative practices</li> <li>● Gather new ideas for collaborative practices - reaffirm current practices and create our own stamp on collaboration</li> <li>● Efficient / effective use of staff’s skills - students receive higher level of education for specialist subjects</li> <li>● Planning / evaluating of I.L.P. will increase efficiency and ease</li> <li>● Collaborate more between teams</li> </ul>	<p>SLT / Collaborative Action Team All Teachers</p> <p>Teachers</p> <p>Teachers Years 5-8</p> <p>Teachers</p>	
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## 6. SELF REVIEW

The charter review and ratification will occur in a special meeting of board in 2017. 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 2017 charter formulation (including 2016 Annual Report and aspects of the 2016 Annual plan). The 2017 Charter needs to be ratified by the B.O.T. and sent off to the M.O.E. by 31 March 2017. 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

### PARUA BAY SCHOOL CHARTER 2017

- Charter
- Board Policy Framework
- Annual Budget
- Annual Report for 2016
- 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
- School policies and procedures
- Positive Behaviour for Learning Plan ( PB4L)
- Five Year Property & Ten Year Capital and Maintenance Plan
- Hazard Identification Monitoring Reports
- M.O.E. documentation / Health & Safety Procedure

### **Student Achievement**

- New Zealand Curriculum (2001)
- Curriculum Plans
- Assessment schedules
- Professional Development Plans
- Teachers' programmes of work
- Student records
- Formal Reports (Curriculum & National Standards)
- Targets for student achievement
- Targets for Maori Student Achievement
- Targets for National Standards
- Analysed data on student achievement
- IEP and ILPs for Students with Special Needs
- Intervention Programmes for students at Risk

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- o Accelerated learning programmes for reading, writing and mathematics.

## ANNUAL PLANNING – 2017

### 1. 2017 SCHOOL IMPLEMENTATION PLAN CHECKLIST

WHEN	TASK	WHO RESPONSIBLE
<b>Each Term</b>	Support PTA initiatives for community events	Whole community
	Whanau Parent Hui	Management
	Board of Trustee Meetings – self review after each meeting	Principal, B.O.T.
	School wide professional development focus on te reo / tikanga Maori & 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
	Junior National Standards Anniversary reports to parents	Staff, Report to BOT
<b>Term 1</b>	Analysis of Variance Report for MOE	BoT & management
	Finalise & Approve 2017 Charter incorporating curriculum and National Standards. Send to MOE	BoT & management
	Finalise & Approve 2017 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

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	Draft Financial Statements due to Auditors (31 <sup>st</sup> March)	BoT, Principal
	Policy review carried out in accordance with Policy Review Schedule	BoT & management
	Report Curriculum Achievement data from 2016 to the wider community	Management Team
	Hold Student led Interviews - week 7 (parents / teachers / students)	Management & Staff - report to BoT
	Termly visits to and from local preschools (consider taking older students as "role-models")	Junior Syndicate – Report to BoT
	Present Audited 2016 Annual Report	Principal & BoT
<b>Term 2</b>	Review & report to BoT 2017 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
	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
	Survey Families and staff – Week 9	BoT and management
<b>Term 3</b>	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
	Whole school Production Drama	Management & Staff
<b>Term 4</b>	Prepare draft 2018 budget	Principal, Treasurer, BoT
	Begin initial discussion for the 2018 Charter with school, board and community consultation	BoT
	Strategic Planning for 2018 meeting	BoT and Staff
	2018 Charter Planning	BoT, Management & Staff
	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 2018 Draft Principal Appraisal	BoT Sub-Committee
	Review support staff needs for 2018 – 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 2017

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## **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. Projects for complete refurbishment of current classes into Flexible Learning Spaces (FLS) have been drafted and work will continue throughout 2017.**

### b. Curriculum

#### i. 2017

1. Boys achievement in Literacy
2. Gifted and talented education in the classroom (MOE PLD)
3. ICT – BYOD
4. Collaborative Practices focus / Te Whanga (LCN)
5. Te Reo Maori (bi-lingual journey)
6. Environmental Education – going for Green / Gold
7. Priority Learners – Teaching as Inquiry
8. Accelerated Programmes for targeted students – reading, writing & mathematics
9. Swim 4 Life

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

	2017	2018
Major Focus	Te Reo	Science and Technology
Maintenance	Mathematics	Te Reo

**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 2017

Meetings	1 15/2	2 5/4	3 17/5	4 28/6	5 2/8	6 20/9	7 1/11	8 13/12
<b>Policy Review</b>	Review as per agenda set at first meeting - see below							
	<b>B.O.T. Chair Vote</b> <b>Complaints Process</b> <b>PBS Delegations List</b>	Board Roles & Responsibilities Policy & Personnel Policy	Reporting to the Board Policy Communications Policy	Conflict of Interest Policy & Board Induction Policy	Meeting Process Policy & Meeting Procedure Policy	Board Review Policy	Financial Planning & Financial Conditions Policy	Theft & Fraud Policy
<b>Curriculum Review</b>	<ul style="list-style-type: none"> <li>Analysis of Variance</li> <li>Annual Targets &amp; Report</li> <li>Charter 2017</li> </ul>	Priority Students – Initial Report Bi-lingual presentation	Bi-lingual vote	Student Achievement Data as appropriate Priority Students 2 <sup>nd</sup> report			Priority Students	<ul style="list-style-type: none"> <li>Student achievement data – end of year analysis</li> <li>Charter for 2018</li> <li>Analysis of Variance</li> <li>Annual Report</li> <li>Annual Targets</li> <li>Budget 2018</li> </ul>
		Numeracy – M.C.	Accelerative Groups – Term 1 analysis (DC)	Literacy – A.V.	I.C.T. – H.S.	P.E. & Sports – C.R.	Te Reo – R.S.	Environmental Studies – G.G.
<b>Strategic Focus</b>	<ul style="list-style-type: none"> <li>Charter &amp; Annual Plan 2017</li> <li>Review schedule 2017</li> </ul>	Property Management – 5YA & New Buildings report						<ul style="list-style-type: none"> <li>Budget draft</li> <li>Agenda for next year</li> </ul>
<b>Other</b>		Principal's Appraisal underway					BOT Performance Review Charter 2018 Planning	Principal's Appraisal completed

### PARUA BAY SCHOOL CHARTER 2017

## **5. 2017 STAFF PROFESSIONAL LEARNING & DEVELOPMENT PLAN**

### Priorities:

1. Te reo / Tikanga Maori - in-house PLD strategically planned by S.L.T.
2. Collaborative Teaching and Learning
3. Coaching (as part of appraisal process)
4. Personal P.L.D.

## **6. Parua Bay School Self Review Plan 2017**

<b>Terms</b>	<b>Week 1</b>	<b>Week 3</b>	<b>Week 5</b>	<b>Week 7</b>	<b>Week 9</b>
1	No Meeting	Powhiri Process	Swimming Sports	Whanau Community Meeting	Student Led Conferences
2	Keeping Ourselves Safe	ACE Groups	Literacy / Numeracy Evening	Cross Country / Assessment	Annual Goals
3	GATE / Priority Learners	Health and Safety processes / Reports	Playground Areas	Whanau Competitions	Action Teams
4	Production	Meetings	Use of I.C.T.	Annual Goals	Four Kinds

## **PARUA BAY SCHOOL CHARTER 2017**

# OTHER

## 1. 2016 MEMBERS OF STAFF AT PARUA BAY SCHOOL

<u>Name</u>	<u>Title / Room</u>	<u>Years</u>
Danny Jewell	Principal	
Ange Vette	Deputy Principal - Pastoral (Collaborative Team Leader - Seniors 7/8) Room 14	7/8
Hazel Smith	Deputy Principal - Academic (Accelerative Programmes / SENCO)	
Lynfa Harris	Room 10( Whanau Co-ordinator)	7
Christian Reynolds (0.6) / Tineke Martin (0.4)	Room 15 (T.i.c. P.E.& Health)	7/8
Gail Green	Room 8 (T.i.c. Environment)	5/6
Deanna Uttley	Room 7 (Collaborative Team Leader - Years 5/6)	5/6
Rai Shortland	Room 9 (T.i.c. Maori)	5/6
Samantha McNeight	Room 6 (Whanau Co-ordinator)	4
Barbara Reynolds	Room 5 & SENCO	4
Marian Chubb	Room12 (Collaborative Team Leader- Years 3/4 / T.i.c. Numeracy)	3
Helen Smith	Room13 (Collaborative Team Leader Collaborative Team Leader Years 3/4 / Health & Safety)	3
Melissa Mattushek	Room 2 (Junior Literacy)	2
Amanda Askew	Room 1	2
Donna Chapman	Room 3 (Transition)	1
Carolyn Henwood	Room 4 (New Entrants)	0/1
Caroline Wilson	Room 3 & 4 (NE & Year 1)	0/1

### PARUA BAY SCHOOL CHARTER 2017

Leanne Lonergan	CRT / Release (0.4) Room 1-4	0-2
Tineka Martin	Release (0.8) Room 14/15	7/8
Paul Mephram	te reo Maori (0.2)	All classes

Carol Abbott	Principal's Secretary / Office Administrator	
Linzi Morgan	Office Administrator / Library	
Karen Anderson	Teacher Aide	
Jenny Snell	Teacher Aide	
Rebecca Anderson	Teacher Aide	
Crystal Rhodes	Teacher Aide	
Claire Harrison	Teacher Aide	
Lynn Hammond	Caretaker	
Beverly Niha	Cleaner	

## PARUA BAY SCHOOL CHARTER 2017

## **2. 2017 BOARD OF TRUSTEES MEMBERS**

<b>Board of Trustees</b>	<b>Title</b>	<b>Sub-Committees</b>	<b>Phone Numbers</b>
James Buckland	Chairperson	All committees	436 5301
Danny Jewell	Principal	All committees	435 0995
Tangiwai Baker			
Conal Summers	Building Executive	Building	
Stacey Paul	Personnel Officer		
Kathy Faulkner	Finance Executive	Finance	
Helen Smith	Teacher Representative		

### PARUA BAY SCHOOL CHARTER 2017