

SCHOOL CHARTER 2022



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's values are specifically taught throughout the school to become more embedded within our school culture. There is a value theme each term in assemblies, Whanau time and tīmatanga. Certificates will be awarded to students throughout the year at the full school assembly recognising “Excellence” in all areas of the curriculum. Assemblies, whānau time and timatanga will resume when at safer COVID levels.

When Public Health measures allow, whānau afternoons will take place on a bi-weekly basis. Whānau time includes: specific education of our school values, Parua Bay Way and key competencies, promoting wellbeing and a 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.

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 make progress towards goals and targets as set out in our Strategic and Annual Plan section of this Charter.

ABOUT PARUA BAY SCHOOL AND ITS COMMUNITY

Our school is a co-educational state full primary school, catering for Years 1 to 8, approximately 25km east of Whangarei. We are a ‘Decile 9’ school situated in a coastal community and finished 2021 with a roll of over 330 students.

Families are regularly moving into the Parua Bay area from overseas and Auckland, population growth predictions are set to continue for at least the next 10 years. The school has experienced substantial construction work - Te Akonga, a four-classroom modern learning environment, was opened in 2017. A ‘state of the art’ eight classroom, Admin and Library block, Te Kupenga o Te Mātauranga, was completed and ready for use in Term 2 2021. New parking and drop off and additional court spaces were completed for use in 2022. An all-weather pitch and pump track are due for completion in 2022.

Within the school’s current physical boundaries there is a hall, administration block, several classroom blocks, hard covered courts, playgrounds, sandpits, library, a special needs room, swimming pool and sports fields. The school has a pathway linking it to our Enviro area and the local estuary, making it a haven for various flora and fauna. A community sports field will also be developed adjacent to the School in 2022. A Play Centre, Day Care and Kindergarten are located close to school. Parua Bay School also hosts before- and after- school care provision.

In the school’s community there are a number of retail and service 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 COMMUNITY INVOLVEMENT

Parua Bay School communication, consultation and review comprises of the following - Kanohi ki te kanohi depending on COVID levels:

<ul style="list-style-type: none">● Bi-weekly newsletters (including notification of academic and non-academic achievements, sports results, school events etc)● Meet the Teacher social activity - Term 1 (depending on COVID)● Student Led Conferences – Term 2/3● Meetings with local groups for specific purposes● Information evenings● Alternate year Expos and Productions● New Entrant Information meetings & booklet● Whanau Hui● P.T.A. meetings● Board of Trustee meetings. All meetings are open to the public and reported back to the community via the school newsletter● School Surveys● Student and parent ‘voice’ collection around various initiatives	<ul style="list-style-type: none">● Termly Pōwhiri● Individual Education Plan reviews with specific parents and staff● Assemblies - whole school every two weeks, recognising academic and non-academic achievements, sports results, award certificates and recognising students displaying school values.● Hero - digital bridge between home and school, messaging, students’ individual goals, achievements● Life Education Trust / NZ Police - Keeping Ourselves Safe & Stop Bullying programmes / Cyber Safety/Health Education● School Camps● Cultural, music, and values’ shows or performances● Specific events, which parents are advised of and encouraged to attend● Our website (www.paruabay.school.nz)● Parua Bay School Facebook site● ‘Open Door’ policy for parents re: staff and leadership team
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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 Māori community is part of the communication, consultation, and review process as listed previously.

MĀORI EDUCATION and RESPONSIVENESS PLAN

Parua Bay recognises the unique position of Māori culture in our community and endeavours to provide instruction in tikanga Māori and Te Reo Māori 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 Māori (tikanga and te reo) in curriculum planning. When Public Health measures allow, the 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 strive to incorporate up to 3 hours (level 4b) of Te Reo Māori and tikanga Maori, this will include timatanga, (karakia, waiata, mihi,) instruction and pōwhiri.

Parua Bay School is an active member of the Māori Achievement Collaborative schools (M.A.C.s), which focus on all aspects of Māori achievement. Parua Bay School is committed to the MACs process. A key feature of the staff PLD in 2022 will be a 'Relationships First' (Russell Bishop) focus on reducing disparity between Māori and non-Māori learners at Parua Bay School

The tikanga & Te Reo Māori journey at Parua Bay School has been a successful and ongoing 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 Māori in the whole school;
- The normalisation of tikanga Māori protocols (pōwhiri, waiata, karakia) by the whole school.

COVID-19

For the past two years, Parua Bay School has navigated student learning against a national backdrop of the COVID 19 virus. As a state school, we follow the advice of the Ministries of Health and Education. We follow health mandates and apply measures to reduce COVID risks to students, staff and community. As such, Public Health measures take precedence over any plans, actions or initiatives contained in this document or otherwise.

STRATEGIC PLAN 2022 - 2024

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 next three years and the ways in which the School intends to meet those objectives. This strategic plan is responsive to stakeholder consultation and school needs. **Baseline data** helps to inform our plans.

Summary Baseline Data Last 5 Years - ALL Students

Learning Area	2017 - At / Above (%)	2018 -At / Above (%)	2019 - At / Above (%)	2020 - At/Above (%)	2021 - At / Above (%)
Reading	80	81	84	78	74
Writing	74	71	80	80	81
Mathematics	79	77	78	75	68

END OF 2021 - SUCCESSES	END OF 2021 - CHALLENGES
<p>Reading</p> <ul style="list-style-type: none"> ● 74% of all students were At or Above expected levels ● 88.6% of students in Years 5-8 are reading At or Above expected levels ● Over 91% of Year 6 and Year 8 students were At or Above ● 78% of girls are At or Above expected levels 	<p>Reading</p> <ul style="list-style-type: none"> ● 64% of Māori were At or Above expected levels ● 70% of boys were At or Above expected levels ● Years 1-4 averaged 55% At or Above expected levels
<p>Writing</p> <ul style="list-style-type: none"> ● 81% of all students reached At or Above expected levels ● 86% of girls were At or Above expected levels ● Over 91% of Years 1-2 were At or Above expected levels 	<p>Writing</p> <ul style="list-style-type: none"> ● 63% of Māori were At or Above expected levels ● Boys are 10% behind girls at expected levels ● 68% of Year 5 students reached At or Above expected levels
<p>Mathematics</p> <ul style="list-style-type: none"> ● Over 92% of Year 1 students were At or Above expected levels ● 70% of boys were At or Above expected levels ● Over 80% of Year 7-8 were At or Above expected levels 	<p>Mathematics</p> <ul style="list-style-type: none"> ● 68% of all students were At or Above expected levels ● 56% of Māori were At or Above expected levels ● Years 3-5 averaged 55% At or Above expected levels

Key questions from the 2021 EOY data:

- How can we improve provision for Māori learners in reading, writing and mathematics?
- How can we close the gender gap in writing by raising boys' achievement?
- How can we best target mathematics across the school and particularly in Years 4-6 in 2022?

STRATEGIC GOALS	2022 Initiatives	2023 Initiatives	2024 Initiatives
Grow high quality staff	<ul style="list-style-type: none"> ● Reduce disparity/increase engagement PLD: <ul style="list-style-type: none"> ○ Reducing disparity ○ Mathematics ○ Localising curriculum ○ Te Reo ○ STEAM 	<ul style="list-style-type: none"> ● Mathematics pedagogy ● Embed reducing disparity ● Review Te Reo provision & impact ● Enhance Localised curriculum ● Respond to EOY data ● Participate in COL PLD where relevant. 	<ul style="list-style-type: none"> ● Review collaborative practice. ● Review staff Te Reo application in classes and impacts on learning. ● Participate in COL PLD where relevant, e.g. wellbeing.
Grow learner engagement	<ul style="list-style-type: none"> ● Facilitate student awareness of their own learning ● Nurture student health and wellbeing. 	<ul style="list-style-type: none"> ● Continue to strengthen student engagement, wellbeing and self-awareness of learning needs. ● Review student voice, power sharing and actions. 	<ul style="list-style-type: none"> ● Review the 'Parua Bay Way'. ● Continue to strengthen student choice, self-awareness and wellbeing.
Grow community engagement	<ul style="list-style-type: none"> ● Strengthen connections with school whānau. <ul style="list-style-type: none"> ○ Hui opportunities ○ localised curriculum ○ 150th celebrations ○ comms to whānau ○ Parent volunteers 	<ul style="list-style-type: none"> ● Parental Survey & feed into Strategic Plan. ● Hui ● localised curriculum aspirations 	<ul style="list-style-type: none"> ● Review school values with the community. ● Review localised curriculum and whanau expectations.
Develop an inspiring school environment	<ul style="list-style-type: none"> ● All-weather pitch ● Pump track ● Seating & sun shade ● Enviroschool practices 	<ul style="list-style-type: none"> ● Wild area/outdoor classroom ● Enviroschool evaluation and actions 	<ul style="list-style-type: none"> ● Maximize Enviroschool and STEAM opportunities

2022 - '24 Planned Time Frames for Strategic Plan - Goals and Initiatives

Initiatives for Goal 1: Grow High Quality Staff:	2022				2023				2024			
Reduce disparity												
Mathematics Capabilities												
Localised Curriculum												
Te Reo												
STEAM												

Initiatives for Goal 2: Grow Learner Engagement	2022				2023				2024			
Self awareness of learning												
Health & Wellbeing												

Initiatives for Goal 3: Grow Community Engagement	2022				2023				2024			
Hui, Comms, 150, volunteers												

Initiatives for Goal 4: Develop an inspiring environment	2022				2023				2024			
Pitch/track/seats/shade												
Enviro sustainable practices												

<p>‘Business as Usual’ - maintain:</p> <ul style="list-style-type: none"> ● Staff Wellbeing; ● Assessment moderation and review of tools ● Appraisal/Professional Growth Cycle ● IEP/Whānau meetings & Student Led Conferences 	<p>Challenges:</p> <ul style="list-style-type: none"> ● Available time ● Available funds ● Number of PLD areas needing attention ● Impact of COVID on students, staff, community & resources
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2022 ANNUAL PLAN

Definition for RAG status (red, amber, green) - a ‘quick glance’ way to track progress of actions	
	Problems have arisen & need resolving. Unplanned time, money or expertise needed to resolve.
	Action has not started, no additional problems are on the ‘radar’.
	Actions are underway.
	Completed or ‘business as usual’

Implementation Plan for Goal 1: Grow High Quality Staff						
Initiative 1: Grow teacher capability for reducing disparity & increasing engagement						
Overall Initiative Measures: Reduction in disparity between Māori and non-Māori as measured through OTJs.						
Actions	Start	End	Who?	\$/time	Action Measure	RAG status
Implement ‘Reducing Disparity’ (RD) Russell Bishop/Cognition PLD. Link to <i>Standards</i> , see below	Feb 2022	Dec 2022	SLT, Impact coaches	\$7k Iris/release /part MOE	Impact coaches/staff reflect/set goals from observations using ‘Profile 1&2’ criteria. Use of Iris by staff to self review.	
Targeted Mathematics PLD - including review of assessment and moderation	Feb 2022	Dec 2022	SLT, Maths ldr	link to Iris/ RD PLD	Monitor progress of Yr4-6 & Māori learners. In-house and off-site PLD	

Localising of curriculum for students	Mar 2022	Dec 2022	SLT, team leaders	Staff mtgs,TOD	Bus tour (Dec 21)/ hui/community aspirations/150 celebrations/team planning include local history & themes	
Te Reo used more in collaborative teams with students	Mar 2022	Dec 2022	SLT, Te Reo ldr	staff mtgs	Te Reo element every other staff meeting; '4b' level of provision (3hrs pwk); specific inclusion in team planning.	
STEAM experienced by all students on termly basis (science, technology, engineering, art, mathematics)	Feb 2022	Dec 2022	WST	Staff mtgs,TOD, ldr release	Minimum of termly STEAM experiences; embed STEAM/Literacy link; Expo; PLD/ideas sharing.	

Implementation Plan for Goal 2: Grow Learner Engagement						
Initiative 1: Facilitate student awareness of their own learning						
Overall Initiative Measures: Student voice indicates they know their own learning needs and can implement wellbeing strategies.						
Actions	Start	End	Who?	\$/time	Action Measure	RAG status
Staff develop success criteria with students (prior knowledge/ exemplars/ co-construct) linked to learning intentions. Age appropriate use of Hero.	Feb 2022	Dec 2022	SLT, ICs Class teachers	Multiple Staff meetings	Students can self-assess through use of class success criteria; older children use Hero learning progressions. Students can articulate next steps in learning.	
Staff provide frequent feedback and feedforward to students.	Feb 2022	Dec 2022	SLT, ICs Class teachers	Multiple Staff meetings	Students use staff and peer feedback/forward to self-manage their learning outcomes.	
Staff receive PLD on Pause, Breathe, Smile (PBS). Staff implement PBS regularly in class.	Feb 2022	Dec 2022	SLT, WST, PBS xpert	TOD, staff meetings	Students participate in wellbeing Pause, Breathe, Smile activities regularly.	
Relationships and Sexuality school-wide	Mar 2022	Oct 2022	SLT, WST	Staff	Students aware of relationships and sexuality	

programme developed. Staff/parent/whānau consultation.				meetings, WST rel.	- age appropriate.	
Health & PE programme developed with staff. Targeted staff PLD.	May 2022	Dec 2022	PE Idr, WST	Staff mtgs, PE Idr rel.	Students experience a regular and progressive PE programme school-wide.	

Implementation Plan for Goal 3: Grow Community Engagement						
Initiative 1: Strengthen connections with school whānau						
Overall Initiative Measures: Parents are involved in school; the relationship between school and home is supportive and respectful.						
Actions	Start	End	Who?	\$/time	Action Measure	RAG status
Hui held to consult on: <ul style="list-style-type: none"> Relationship/sexuality educ localised curric/aspirations Provision for and achievement of Māori akonga 	May 2022	Dec 2022	SLT, IM, WST, K'matua - PM	\$400 kai + multiple meetings + est \$600 total koha	Parents and Whānau are consulted on key issues. Māori community reported to re: Māori achievement.	
Share successes with parents and whanau through Hero and other media.	Feb 2022	Dec 2022	Class teachers	Ongoing posting by staff/ students	Parent interaction on Hero. Engagement measured. Satisfaction survey.	
Engage community 'experts' and parents, e.g. local history, enviro, arts, science, trips & camps.	Mar 2022	Dec 2022	SLT, Class teachers	\$500 koha	Guest speakers visit classes. Parents/ grandparents helping with class activities, trips & camps - as per COVID measures.	
150th School Anniversary celebrations (activities responsive to COVID measures)	Feb 2022	Dec 2022	SLT, teachers, BOT, PTA	\$5000	See '150th' doc. Opening, local & school history studies, special events for students, community events.	

Implementation Plan for Goal 4: Develop an inspiring school environment

Initiative 1: Maximise resources available to improve grounds & facilities for students and staff

Overall Initiative Measures: Multiple improvements to the school environment, providing richer or safer outdoor settings for students to enjoy.

Actions	Start	End	Key Lead Person	\$/time	Action Measure	RAG status
All weather pitch completed	Jan 2022	March 2022	SLT, Avail Pacific	MoE \$	students enjoy use of pitch year-round	
Pump track completed	Oct 2022	Dec 2022	SLT, Avail Pacific, Bike NIInd	MOE \$ + Bike Northland	Students using track	
Pool seating completed	Oct 2022	Nov 2022	SLT, Avail Pacific,	\$50k	Seating completed and available for use	
Playground Sun shade completed	Feb 2022	Mar 2022	PTA	\$30k PTA	Safer playtimes for students with improved shade	
Enviroschool focus on school environ and sustainable shared practices.	May 2021	Dec 2021	JE	\$1000	Green/Gold Enviroschool plan created - emphasis on sustainability	

SLT=Senior Leadership Team; WST=Within School Teachers; ICs=Impact Coaches; MOE=Ministry of Education; CTs=Collaborative Teams (syndicates); COL=Community of Learning aka Kahui Ako.

BOARD OF TRUSTEES REPORTING & REVIEW SCHEDULE FOR 2022
[Link to 3 year rolling policy review](#)

Meetings	2/02/2022	16/02/2022	23/03/2022	18/05/2022	22/06/2022	10/08/2022	14/09/2022	02/11/2022	07/12/2022
Policy Review		Board Member Register Delegations List	Board Induction Responsibilities of the Principal Health & Safety	Chair Role Description Curriculum Delivery	Trustee Code of Behaviour Appointments		Relationship between Chair and Principal Child Protection	Principal Performance Management Delegations & Committees	
Curriculum Review		2021 EOY data		Mathematics	English	Health & PE, incl. RSE	STEAM	EOTC	
Strategic Focus	Initial look at draft 2022 Charter Elect Chair	Charter, Annual Plan AoV	Property Management Annual Report	<ul style="list-style-type: none"> ● Assessment data & analysis shared at mid and EOY ● Ongoing progress of initiatives in annual plan to achieve Strategic Goals of: <ul style="list-style-type: none"> ○ Grow high quality staff; learner engagement; community engagement & develop an inspiring environment. 					<ul style="list-style-type: none"> ● EOY 'headline' data ● Draft Budget 2023

PARUA BAY SCHOOL PLANNED INTERNAL EVALUATION (IE) 2022 (Other IEs may be added in response to needs arising during the year)

Terms	Week 1	Week 3	Week 5	Week 7	Week 9
1			Pause, Breathe, Smile	Feedback/Feedforward	Student self-assessment
2	Te Reo provision	Communicating with parents via Hero	Maths provision for students in your team	localised curric experiences for students	Iris and IC support of teacher self assessment
3	Outcomes for Māori students in your team	Community engagement, incl. SLCs	Maths provision for students in your team	Health Ed provision, incl: RSE/PBS/PE	STEAM provision & student engagement
4				Assessment, Moderation & Reporting to Parents	Outcomes for Māori students in your team

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

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.