

2013
KERRY DELANEY
Principal
TITAHI BAY SCHOOL



K Kindness
U Unity
R Respect
A Aspire to achieve

TITAHI BAY SCHOOL

CHARTER - 2013

- OUR VISION:** Learning For Life
He Manu hou ahau, he pi ka rere
- OUR MISSION:** To promote achievement and self-worth and provide challenging opportunities for all our students and staff.
- OUR CULTURE:** We celebrate our dual heritage, and today's multi-cultural school community, respecting and valuing diversity, and have high expectations, inclusiveness and care for ourselves, others and our environment.
- WHO WE ARE:** Titahi Bay School is nestled in the heart of Titahi Bay, a short distance to our beach and harbour. We have New Entrants – Year 6 children and we are very proud of our achievements. We are a vibrant, big school which embraces the cultural traditions found within our diverse group of students. We currently have 43% Maori, 38% Pakeha, 14% Pacific Island and 5% other in our school.
- OUR STRENGTHS:** We have a very effective staff with a lot of experience who deliver innovative programmes across our school. We believe that the foundations to an effective education come about through a very focused teaching and learning programme on:
- Literacy

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graph LR; Literacy --- Reading; Literacy --- Writing; Literacy --- SoundSpelling[Sound/spelling];
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Numeracy skills

PB4L

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graph LR; PB4L --- Kindness; PB4L --- Unity; PB4L --- Respect; PB4L --- AspireToAchieve[Aspire to achieve];
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- We offer a wide range of initiatives to ensure all our students are challenged and reach their expected level of achievement. We provide Reading Recovery, Multi Lit lessons, Lexia Reading and extra lessons for students who need a little extra help. We are very proud of our special needs programme in our school and our Te Manawa area. We have been developing our teaching skills in Writing, Maths and Spelling over the last two years and have raised the level of achievement across the school. We are currently in our second year of Positive Behaviour for Learning training and this has now become a strength of our school.
- OUR TEACHING STAFF:** We seek to always employ the most effective teachers to join our team with an emphasis on a range of diverse backgrounds and skills – Our teaching staff are experienced, committed, vibrant, enthusiastic, positive and ready to go the extra mile for our students. Our staff has a range of professional experience and interests and work very collaboratively on all aspects of school development.

All our staff are part of ongoing professional development, particularly in the areas of:

- Reading – ‘Reading together’
- Writing – Learning Media
- Sounds/spelling – Joy Allcock
- Maths- MST maths (.5) and Cognition PD
- Behaviour/wellbeing student – PB4L

Our school wide curriculum reflects THE NEEDS AND INTERESTS OF OUR STUDENTS each year. The staff has a high expectation on achievement but also that all our learning community work harmoniously together.

OUR TRADITIONS:

We have a reputation in the performing arts and kapa haka. Our school shows are legendary and always involve the whole school. We celebrate our new 5 year olds coming into our school through Springbulbs and we hold a very special graduation night at the end of Year 6 – where each child receives a Taonga. We also recognise the Year 6’s who have reached the highest level in Numeracy, Literacy, Sports, Visual Arts, Performing Arts, contribution to school and role models/Leaders.

We are a very sporty school and have Saturday netball and hockey and we also compete in a range of sporting events locally and regionally. All new children and staff are welcomed into our school with a Powhiri. The Powhiri team is made of students – the karanga and speaker on the paepae are students.

K Kindness **U** Unity **R** Respect **A** Aspire to achieve

We celebrate that Titahi Bay School uses the KURA anagram as our motto for how we operate at school.

OUR SCHOOL:

We are on big grounds with two large grass areas. Our buildings, hall and playgrounds are well maintained. We have shaded areas for children. Our school celebrates enviro education through our edible garden, worm farms and recycling; and we encourage students to take pride in their environment. Each team has an edible garden to look after in the school grounds.

OUR COMMUNITY:

Our community totally supports our school and is very approachable and keen to help us. Our community enjoy coming to all our celebrations, especially when their children are showcasing their talents. We celebrate Academics, The Arts, Sports and our Values programme. We have very supportive parents who work with the school on any new initiative.

JOINT EXPECTATIONS:

Parents, teachers and the community hold high expectations for student achievement:

- Students will become self-motivated, independent and confident
- Parents and teachers will do everything they can to overcome the barriers to learning that some children encounter
- Children will achieve the fundamentals of a good education and in doing so will have fun and discover and experience new and exciting things.

**COMMUNITY
CONSULTATION:**

Titahi Bay School consults regularly with our parents and caregivers over matters which affect the education of their children. The consultation process includes strategic plans, school reviews, community surveys and reporting to parents. The BOT meets with members of the Maori community and reports to them on the progress of Maori students as a group. In 2013 the school will also have a Pasifika group who will meet termly to focus on student engagement. The school will, in 2013, have an elected student council which will allow students some involvement in school decision making and reporting to our BOT – “students’ voice”. In 2013 we will also work with a Student Achievement Facilitator (SAF) from the Ministry of Education to look at systems in our school that engage our Maori and Pasifika families – we will have representatives from our Leadership Team and community on the Change Team.

EXPECTATIONS:

A profile (our vision) of a Year 6 student who has spent at least 3 years at Titahi Bay School before leaving us.

*Be at the expected National Standards level in Reading, Writing and Maths. To be achieving at the expected level and have the necessary skills to be moving onto Year 7/8.

*Proud of his/her achievements, school and community

*Confident (motivated and happy)

*Organised (responsible for self)

*Able to persevere (set goals and work hard)

*Able to get along with others (friendly and fair), show gratitude

*Resilient (able to handle setbacks and conflict)

*Able to think for him/her self and take responsibility

*Able to read, write, communicate and use maths skills – to his/her potential

*Creative, healthy and active

*Excited about learning and future opportunities

**INCLUSION AND
EQUITY:**

At Titahi Bay school we celebrate difference and value people as individuals. The strictest confidentiality will be adhered to in accordance with the Privacy Act 1993. The needs of all our children will be catered for regardless of gender, ethnicity, culture, physical, social and academic abilities. We welcome all children to our school and will work with families to ensure their child receives the correct funding and programmes. Our social play area called ‘Te Manawa’ is used daily by children and a special programme is planned, organised and run by the school SENCO. All special needs are overseen by our SENCO – Sharon Thompson

MAORI & PASIFIKA: In 2013 this will be a focus by our BOT and Leadership Team. We will continue to work on the development of consultation with Maori and Pacific Island community. We will also continue to develop and target achievement levels of our Maori/Pacific Island children. We want children to lead our powhiri both on the paepae and doing the karanga. We have Murray Patterson working one day a week on Te Reo lessons, extension classes, Kapa Haka training and a boys mentoring programme.

ENVIRO EDUCATION: In 2013 this will be a continued school area of development using the skills of our experienced gardening team in at school. Each team in the school will have an area where they nurture and grow vegetables. This will be student led.

The charter drives the operational plan and links with the policies and procedures of the school. The policies and procedures are reviewed on an annual cyclical basis.

Community consultation occurs each year as part of the self-review of curriculum delivery in term 4, reporting on student achievement to the community in newsletters, surveying of new families, random sampling and consultation with our Maori and Pacific Island families.

Titahi Bay School's planning year is from January to December each year. A copy of our charter and annual plan will be lodged with the Ministry of Education each February.

A copy of the annual variance report will be lodged with the Ministry of Education by 31 February the following year.

PROFESSIONAL DEVELOPMENT:

Performance management

The school's procedure statements relating to performance management will be followed. For 2013 classroom observations will focus on effective teaching and learning as well as general classroom practise. There will be in-class visits focussed on Writing, Maths and Reading. We will trial as part of this, a critical friend appraisal system and link this to the registered teacher criteria (TRC).

EEO Obligations

The schools EEO objective for 2013 is to provide full EEO reports to the Board on each staffing appointment made.

Finance and Assets

The school's 2013 budget details how resources will be allocated to improve student outcomes and meet the goals in our School Charter and Strategic Plan.

Health and safety

Our hazard register, lists hazards we have identified for minimisation and isolation in 2013 and these will be used in planning our 5YA focus also.

Procedural Information

The Charter included in this plan was developed after community consultation in 2012. It will be reviewed again in term 4, 2013. The 2012 consultation was used to develop the focus for the BOT.

The annual draft plan was passed by the BOT in December 2012 and will be amended in March 2013.

RESOURCES:

There are four main resources: Time, Staff, Buildings and Money.

TIME ALLOCATION:

Literacy and Numeracy continue to be at least 50% of instruction time. In 2013 we will have an integrated curriculum plan giving coverage to all learning areas over the year. If, in this time, we note that our Literacy/Numeracy levels are now at National expected level we will re-look at the 50% time coverage. Each team will adjust the percentage of time on Literacy/Numeracy after Term 1 assessment. Target teaching will be set up across the school based on data from Term 4, 2012.

STAFF:

The total number of teaching staff will be 18; there will be a non-teaching Principal, a non-teaching Deputy Principal, a non-teaching SENCO and two Reading Recovery teachers. There will be 21 full time teachers. There are 18 classroom teachers and we will have 8 part time teachers on staff.

Our School Secretary will continue at 25 hours per week. We will also have an Administration Assistant doing 25 hours per week. We have Teacher Aides working with 9 ORRS students and a Teacher Aide in the Library and classrooms for 20 hours per week.

BUILDINGS:

Based on student numbers of 360 (Term 1) and 420 (Term 4) (and staffing allocations) we will have 18 home rooms. This gives an average of 1:20 per room (Term 1). Since classification bears no relation to attainment, children are taught in combined classes. This number includes the new entrant classes which start low and build up over the year.

CURRICULUM BUDGET:

The Leadership Team, after consultation with syndicates, will make spending decisions based on Long Term Plans in Literacy, Numeracy and Integrated curriculum. We will also ensure that the spending is used to support our new integrated curriculum approach each term. Each Leadership Team member will decide what resources are required for their team and this will be decided at the Leadership meetings as well as being aligned to our student data from 2012.

MAORI / PACIFIC ISLAND ACHIEVEMENT GENDER**NEW ZEALAND'S CULTURAL DIVERSITY**

The School curriculum will encourage students to understand and respect different cultures that make up the NZ Society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. It will acknowledge the place of Pacific Island societies in New Zealand society and New Zealand's relationships with the peoples of Asia, Europe and the South Pacific.

The School will incorporate tikanga Maori into the curriculum by:

- Having a trained teacher one day a week take level 1, 2, 3, lessons in Te Reo - Murray will assess every child who comes into the programme – a report will be written on these children in Term 4. (This programme will be in Terms 3 and 4)
- Recognising that students may need to meet more than one set of cultural expectations
- Incorporating into the school curriculum, practices that reflect the value of tikanga Maori
- Empowering Maori parents and whanau to participate in their child's education by having the chance to put them in a Maori language class
- Whole school Kapa Haka training every odd week and on even weeks a student Powhiri group.
- Consult with the Maori community using their own consultation processes, in the development of priorities for the education of Maori children
- Encouraging children to value each other's heritage and culture
- Empowering children to be accepting of other cultures and cultural difference
- All new children will be part of a powhiri when they arrive at school and also when the school has visitors.
- Year 4 - 6 children will be trained to speak on the paepae and girls to perform the karanga

THE UNIQUE POSITION OF MAORI CULTURE:

The School curriculum will recognise and value the unique position of Maori in New Zealand society. All students will have the opportunity to acquire some knowledge of Maori language and culture. The school curriculum will acknowledge the importance to all New Zealanders of both Maori and Pakeha values, traditions and histories.

The Leadership Team will share with the Board of Trustees the Maori achievement data stating the percentage of children below, at and above the National Standards from the school report in Term 2 and 4.

The school entry data and Reading recovery percentages will be shared in term 2 and 4 also.

The Board of Trustees will work alongside the change team (SAF) in finding the most effective way of consulting our parents. In 2013 this will be worked on with our change team (SAF) who will work with the BOT/staff in Terms 1 and 2. We will have a Maori representative join our change team in Term 1. We will seek to ask a grandparent from our school to be our kaumatua.

OUR SCHOOL'S VISION

Our Values: These are the things this school and its community hold dear:

The Values we foster in our classrooms and playground: We celebrate these when students can show us them

Kindness

- *We like our school and we are happy to come to school.
- *A smile and greeting go a long way.
- *When things don't go our way, we need to be able to bounce back, (emotional resilience).
- *Laugh lots, share your humour.
- *Be willing to contribute and be involved.
- *We learn how to respond to, deal with and eliminate bullying and hurt.



Unity

- *We all take pride in our school and community.
- *Our school's family atmosphere is to be treasured.
- *Everyone needs to be able to get along with each other.
- *Teachers, parents, caregivers and children know each other well and work together positively.
- *We all have ownership of our class and school rules.
- *Everyone is involved in how our school works and in how it grows – 'The Kura Kid Way'



Respect

- *Everyone is responsible and accountable for their actions and behaviour.
- *Everyone needs to respect others.
- *Good manners are priceless.
- *Show gratitude.
- *We treat everyone with fairness and friendship.
- *Trust and honesty in everything is very important.
- *We are all responsible for our environment and for 'picking up after ourselves'.



Achieve

- *Always give things a go and do your best.
- *Understand what you have to do and set goals.
- *Do quality work.
- *Get better and better at everything, every day.
- *Learn from your mistakes and move on
- *Take time to reflect. (quietly and honestly think about your learning and your growing).
- *Rewards and success often come as a result of hard work, persistence and determination.
- *Take control of your learning.
- *Competition can challenge us and give us something to strive for.
- *We all need to know how learning happens and how we best learn.

TITAHI BAY SCHOOL

We want:

“Young people who will be confident, connected, actively involved, lifelong learners”

HOW WE DELIVER THE CURRICULUM

Every child is teachable

**Fundamental
Stepping Stones**



Rich Inquiry Learning

**Using sound assessment and then effective classroom teaching
To develop a broad knowledge, effective skills, positive attitudes and values
With a special acknowledgement of Te Reo Maori and sign language**

These all link to the five key competencies of the NZ Curriculum

English – Literacy

- Reading
- Writing
- Reading Recovery
- Spelling
- Multi Lit
- Lexia

Maths – Numeracy

- Maths Support Teacher

Using language, symbols and text

PB4L – K U R A

Thinking

Managing Self

Participating and contributing

Social Sciences

Technology

Science

Health & P.E.

The Arts

Enviro

Relating to others

HOW WE DELIVER THE CURRICULUM AT TITAHI BAY SCHOOL

Foundation	Rich context	Inquiry Learning			
Literacy & Numeracy	Social Sciences	Science	Technology	The Arts	PE & Health
<p>*All teaching based on overall teacher judgement and assessment</p> <p>*flexible groupings</p> <p>*Daily instructional lessons</p> <p>*Opportunities to practise and consolidate skills and strengths through relevant and useful independent activities</p> <p>*Targeting students whose learning is at risk with extra support (targeted teaching and teacher aide support)</p> <p>*Integrated programmes across the curriculum to provide purpose for learning</p> <p>*Multi Lit/Lexia programmes</p> <p>*Reading Recovery</p>	<p>This is planned and taught through units from our curriculum delivery document and the NZ curriculum. This is collaboratively written in class/teams and whole school where we can integrate two areas we do.</p> <p>*Belonging to groups</p> <p>*Roles & responsibilities</p> <p>*History of NZ – tangata whenua & subsequent migrations</p> <p>*Culture in our daily lives</p> <p>*Places of significance</p>	<p>*Understanding, investigation and communication in science.</p> <p>*Participating and contributing through these contexts</p> <p>- The living world</p> <ul style="list-style-type: none"> - life processes - ecology - evolution <p>- Planet Earth & Beyond</p> <ul style="list-style-type: none"> - Earth systems - interacting systems - astronomical systems <p>-The physical world</p> <ul style="list-style-type: none"> - physical enquiries - physics concepts <p>-The material world</p> <ul style="list-style-type: none"> - property & changes of matter - chemistry & society 	<p>*Technology knowledge</p> <p>*Technology practice</p> <p>*The nature of technology at appropriate levels as outlined in the NZC</p>	<p>Rich opportunities to learn about and create:</p> <ul style="list-style-type: none"> -Visual artworks -Dance -Drama -Music <p>Through:</p> <ul style="list-style-type: none"> -outside performers & artists working with children -performance opportunities -Artsplash -school concerts -local events <p>Leading to:</p> <ul style="list-style-type: none"> -understanding in the arts context; -development of practical knowledge -communicating and interpreting 	<p>P.E.</p> <p>*In class/syndicate programmes of:</p> <ul style="list-style-type: none"> -daily fitness -dance & aerobics -swimming -athletics -skills based programmes using equipment <p>*Out of school senior sports teams:</p> <ul style="list-style-type: none"> -netball/hockey -arena sports -interschool competitions -sports programmes in school offered by outside agencies <p>Health</p> <ul style="list-style-type: none"> *NZC based units of work at class, syndicate, or whole school levels *Life education van *Programmes offered by outside agencies -Police -Roots of Empathy -Public health nurse

PB4L – is integrated across everything we teach at this school.

TITAHI BAY SCHOOL STRATEGIC GOALS 2013 – 2015

Goal 1 Raised student achievement across each year level

Goal 2 Quality teaching with engaged students in every class

Goal 3 Strengthened leadership and management across the school

Goal 4 Consistently positive and respectful behaviour school wide

Goal 5 Future focused learning accessible to all- focus on IT development

Goal 6 Development of school environment to enhance our playground

TITAHI BAY SCHOOL ANNUAL GOALS 2013

Nag (1) Raised student achievement	Nag (1) Quality teaching in every classroom	Nag (2) Strengthened leadership and management	Nag (5) Consistently positive and respectful behavior schoolwide	Nag (1) Future focused learning accessible to all	Nag (5) Environment Development
<p>2013 *maintain 2012 goals</p> <p>*use SAF to help identify and target at risk children in our school</p> <p>*each term we will identify Maori/PI achievement and the targeted plan.</p> <p>*Paper trail that identifies at risk children – class programme – school programme and assessment</p> <p>*Overall teacher judgement data used to identify and set PD in teams and across school</p> <p>*Clear links between achievement data and teacher planning in all classes to provide personalized differentiated learning for students.</p> <p>*Staff discussion and actions around what we can do to help tamariki as a team and with</p> <ol style="list-style-type: none"> 1.outside agencies 2.change team (SAF) 3.Learning Media 4.Reading together 5.MST maths 6.PB4L Team 	<p>2013 *maintain 2012 goals</p> <p>*use DP as a mentor for all team leaders to develop their teaching</p> <p>*In class visits with critical friend (timetabled)</p> <p>*PD in Writing – team based Maths – team based Reading – whole school</p> <p>*utilize opportunities for staff development where we see scale A's making a difference in their class to student achievement</p> <p>*Opportunities for teacher to be part of a Cluster development in Literacy – with in class observation in other schools.</p>	<p>2013 *maintain 2012 goals</p> <p>*evaluation of all policies and school procedures</p> <p>*work with SAF (change team) to look at all our documentation across the school.</p> <p>*BOT elections – review of training and development needs.</p> <p>*NZSTA training where needed</p> <p>*Review of Maori, Pacific Island and special needs students working with SAF (charge team)</p> <p>*Leadership team attend U-Learn conference</p> <p>*Guidelines and procedures for expectations in each team documented and adhered to – Leaders set up expectations that are consistent in all teams and regularly referred to</p> <p>*A Learning journey set up for all teachers -critical friend -PMM -appraisal -PD -pedagogy</p>	<p>2013 *maintain 2012 goals</p> <p>*PB4L – a part of all learning at Titahi Bay School</p> <p>*KURA becomes the base of all our school rules, guidelines and procedures</p> <p>*increased student voice in school daily programmes and systems</p> <p>*Review minor/major consequences</p> <p>*continued development for all staff that work at Titahi Bay School in PB4L</p> <p>*PB4L – lunchtime social skill building programme with SENCO</p> <p>*Data collected and discussed as a school</p> <p>*All staff taken through the referral process and external agencies working in our community.</p>	<p>2013 *maintain 2012 goals</p> <p>*iPads used across the school for all identified special needs children.</p> <p>*Website development that reflects what the school is doing.</p> <p>*Facebook for daily notices</p> <p>*MUSAC system with OTJ's</p> <p>*interactive whiteboard sharing of practice team developed</p> <p>*ICT teacher one day a week to develop student skills.</p> <p>*Cameras used by students for learning</p> <p>*Video used by students for learning</p>	<p>2013 *maintain 2012 goals</p> <p>*team gardens that students care for</p> <p>*new worm farm that children are responsible for</p> <p>*new playground developed</p> <p>*more sandpits/bars around school</p> <p>*more seating outside</p> <p>*big trees for on back field</p> <p>*Murals to be continued to be painted across the school that reflect our journey.</p>

HOW WE ASSESS THE CHILDREN

We will use appropriate assessment methodology, including diagnostic (before), formative (during) and summative (after) assessment, particularly in literacy and numeracy. This enables early identification of those students who need extra support, helps us to plan our programmes and the next step learning for individual children or groups and enables us to keep parents well informed on how their child is progressing and what they can do to help.

Year 1:

- *School entry assessment (School)
- *Running records
- *Junior Assessment of Mathematics (JAM)
- *6-Year diagnostic survey
- *Sounds/Letters

Year 2:

- *Running records
- *Junior Assessment of Mathematics (JAM)
- *Reading recovery testing (for children in the programme)
- *PM Benchmarks
- *Sounds/Letters

Year 3:

- *STAR (Supplementary Tests of Achievement in Reading)
- *Junior Assessment of Mathematics (JAM) where required
- *Running records
- *Essential Spelling Lists 1-4
- *GloSS testing (Maths)
- *PAT Maths
- *Joy Allcock spelling

Year 4-6

- *STAR
- *e-AsTTle Reading, e-AsTTle Writing, e-AsTTle Maths (Assessment Tools for Teaching & Learning)
- *GloSS testing (Maths)
- *PAT Maths
- *Joy Allcock Spelling

Using these standardized tools in conjunction with more informal classroom assessment and overall teacher judgement, teachers gain knowledge of students' progress and achievement. This informs future programmes, allows teachers to see where students fit against National Standards and fulfills statutory reporting requirements. Teachers also assess children's well-being and behaviour.

All of this information is available to parents, and is presented to them in the form of written reports twice a year.

Meet-the-teacher evenings are held to allow discussion of children's progress. Parents with concerns are encouraged to get in touch with the teacher or principal at any time.

TO ACHIEVE OUR 6 STRATEGIC GOALS

Initiative, plans, goal and projects

We do this through:

- *ongoing staff professional development plans
- *Property plans
- *Curriculum delivery and assessment plans
- *Self-reviews
- *Consultation
- *Assessment results
- *Set budgets to reflect our goals

As a school our target overview is:

- No child slips back from current level of achievement (November – November) over summer holidays.
- All children maintain level and move (well below – below)
- All children making sufficient accelerated progress to enable movement beyond current level
- All children working towards the National Standards levels
- All children on Reading Recovery, Multi Lit, Lexia come off the programme supported to sustain level and move up.

ALL CHILDREN ACHIEVING AT OR ABOVE NATIONAL STANDARDS WHEN THEY LEAVE OUR SCHOOL.

