



FREEMANS BAY SCHOOL
Engage, Empower, Enrich.



Freemans Bay School Charter Strategic and Annual Plan 2018 – 2021



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Principals' endorsement:	24 June 2018
Board of Trustees' endorsement:	24 June 2018
Submission date to Ministry of Education:	30 June 2018

OUR MISSION STATEMENT



FREEMANS BAY SCHOOL
Engage, Empower, Enrich.



OUR VISION STATEMENT

Create a stimulating, inclusive learning environment which empowers, engages and enriches learners to prepare them for their future world.

OUR PRINCIPLES

Empower learners to be collaborative, critical thinkers and problem-solvers. (Learning how to Learn)

Engage learners through active involvement and powerful learning partnerships.

Enrich learners through personalising learning, inquiry and a wide curriculum.

OUR VALUES

Rūmaki Reo Māori Immersion

Ngā Uara, Ngā Waiaro

*Kia māhaki mārire tōna mauri
Kia noho mārire tōna mana motuhake
Kia ngākau māhaki ki ōna hoa
tae noa hoki ki ngā iwi whānui*

Kia Whanake ai ngā Uara o te Ākonga ake

- Kia tū pakari i te ngākau pono, te ngākau mahaki, me te rangimarie
- Kia aroha atu ki ōna hoa, ki te whānau katoa o te kura.
- Kia hiahia ki te uru ki te katoa o ngā mahi akoako o te kura, ahakoa whakaputa whakaaro, pānui, whakarongo rānei.

Kia Mōhio te Ākonga ki:

- te manaaki, te tiaki manuhiri
- tōna ake tuakiri, tōna tūrangawaewae
- tōna whakapapa, ngā hononga, ngā waka, me ngā iwi
- te mahi tahi rātou ko ōna hoa, ko ngā rōpū

Ngā Uara o te Ao Māori

- kia mātau ki ngā uara o tōna whānau, o tōna hapu, o tōna iwi
- kia poipoi e nga whānau rātou ko ngā Kaiako

Mārama ki ngā Uara o te Ao Whānui

- kia aro ki te tangata ahakoa ko wai ahakoa kei hea, ahakoa pēhea rānei tōna āhua
- kia māhaki ki ngā mana, ngā wairua o ia tangata, o ia whānau, me ō rātou ake uara, waiaro hoki ahakoa he rerekē ki ōna ake.

Freemans Bay Primary School/ Waiatarau English Pathway Values

Respect - Tumanako

- We will respect each other, ourselves and the environment
- We know how to speak and act respectfully
- We are courteous and polite
- We will be responsible for our own things
- We will be responsible for the school environment

Honesty - Whakapono

- We are honest
- We can be trusted
- We strive to be fair and just

Friendship – Tiaki Pai / Aroha

- We will encourage and work collaboratively with others
- We will be kind and caring towards others
- We know how to behave in a conflict situation
- We will listen carefully to what others have to say.
- We will value the skills, talents and efforts of other people

Reaching for Success

- We are motivated to learn and try new ways of doing things
- We will strive to do our best
- We will have a “can do” attitude

We are passionate about learning

Celebrating Diversity

- Celebrate our unique and rich diversity of cultures
- We will be tolerant and appreciative of other cultures
- We will respect each other's ideas, needs

MĀORI DIMENSION AND CULTURAL DIVERSITY

How does Freemans Bay School policies and practices reflect New Zealand's cultural diversity and the unique position of the Māori culture?

New Zealand's Cultural Diversity

All cultures within the school will be valued and accepted. We will create welcoming, caring and creative learning environments that treat everyone with respect and dignity. We will actively work towards maximizing the potential of each student.

We will establish good relationships with students and their whānau and respect their individual needs and cultural backgrounds.

The unique position of Māori Culture

Freemans Bay communities are committed to honoring Te Tiriti o Waitangi and understand the implication in all that we do, with the promise to take best possible care of each other.

How does Freemans Bay School ensure that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it?

Māori Immersion caters for whānau who request full immersion education. It is an expectation that te reo me ōna tikanga is incorporated in all planning, learning, teaching. It is an expectation that te reo me ōna tikanga become a natural part of learning and teaching within our school.

What reasonable steps will the school take to incorporate tikanga Māori (Māori culture and protocol) into the school's curriculum?

- Tikanga Māori is valued by all. It will become a normalised way of being.
- He aha te hau is recognised as the school waiata that acknowledges mana whenua. All staff and students will sing with correct pronunciation and respect.
- Te Reo Māori is used within teaching and learning; greetings in the morning, waiata, local stories
- All staff and students will say their pepeha according to their level.
- Māori values are evident in all learning spaces; manaaki, ako, tūmanako,
- Māori histories, including local histories, are acknowledged and told to students
- Te Tiriti o Waitangi is explicitly taught and honoured.
- Significant Māori cultural events are celebrated.

What steps will be taken to discover the views and concerns of the school's Māori community?

The design of Waiatarau Marautanga was completed and ratified by the Board of Trustees in 2011. A school leadership position ensures that the intent of Waiatarau is implemented.

- A dedicated Whānau Ata position is incorporated on the Board of Trustees and is elected from Whānau Ata parents.
- The school leader of Whānau Ata is also invited to Board meetings.
- The school also has a Kahikatea school leader to give traction to Māori learners succeeding as Māori.
- The school will consult with Whānau Ata community through regular hui and pānui.

OUR CORE STRATEGIES FOR IMPROVEMENT

Theory of Improvement:

- ▶ Personalising Learning/ Student Agency
- ▶ Assessment for Learning
- ▶ Incorporating Te Ao Māori
- ▶ Student agency and Wellbeing

Systems and processes:

- ▶ Unpack and develop collaborative practice
- ▶ Teaching and Learning in ILE
- ▶ Utilise the EDuCANZ standards to drive student agency and achievement through teaching as inquiry and coaching.
- ▶ Developing digital curriculums and inquiry

OUR STRATEGIC DIRECTION, AREAS OF FOCUS AND PRIORITY PROJECTS 2018 - 2021

Strategic Area	Area of Focus	Strategic Goals	Core Strategies for achieving goals 2018 -2021
Growing school leader and teacher effectiveness in Innovative Learning Environments	Collaboration in Innovative Learning Environments	Develop initiatives that will implement and embed collaboration skill sets for all and that our ways of working will reflect principles of rangatiratanga, kotahitanga and manaakitanga.	Through inquiry we will explore and develop positive collaborative innovative learning environments that will empowering all Ako/learners to reach their highest potential through high-quality teaching and leadership. We will strengthen our ways of working to ensure a culture of integrity, fairness, honesty, highly ethical and trustworthy.
	Wellbeing Hauora	Develop initiatives that support the wellbeing of our learners so that our environment is one that is caring, collaborative and inclusive where our ako/learners are valued.	Teachers collectively and individually use inquiry process to review and implement researched strategies to improve Ako/learner wellbeing. Develop sustainable systems so that ako/learner attendance improves. Te whare tapa whā
Growing teacher effectiveness to personalise learning and develop student agency	Personalising Learning and Student Agency	Teachers will develop teaching and learning programs that personalise learning and develop student agency so that students are engaged and motivated to learn and are successful.	Teachers collectively and individually use inquiry process to build their capacity to personalise learning to develop student agency in our learners. Build a common understanding about what is meant by "personalising learning" and "student agency" and what that looks like in practice.
	Digital Technologies Hangarau Matihiko	Implement and embed Digital Technologies in meaningful and relevant ways so that we equip our children and young people to participate, create, and thrive in this fast-evolving digital world.	Teachers collectively and individually participate in professional learning sessions and use the inquiry process to review and implement researched strategies around Digital Technologies, Computational Thinking and Computer Science to build teachers confidence and competence. DT teacher working alongside teachers. Teachers will be supported to implement Digital Technologies Hangarau Matihiko into teaching and learning.
Success for All in our Dual Curriculum Pathways - The New Zealand Curriculum and Te Marautanga o Aotearoa	Korero in Māori Immersion	Accelerated curriculum shift for all target ako/learners in korero.	Teachers collectively and individually use inquiry process to review and implement researched strategies to accelerate learning in to develop korero with identified learners in Whānau Ata.
		Accelerated curriculum shift for all target ako/learners in tuhituhi.	Teachers collectively and individually use inquiry process to review and implement researched strategies to accelerate learning to develop tuhituhi with target learners in Whānau Ata.
	Writing in the New Zealand Curriculum	Teachers will design relevant and targeted programs that accelerate ako/learners in writing so that they engage across the curriculum with increasing independence.	Teachers collectively and individually use inquiry process to review and implement researched strategies to accelerate learning to develop written language with target learners.

OUR CHARTER (includes 7 Organisational Management Goals) 2018 - 2021

Strategic Area	Area of Focus	Strategic Goals	Core Strategies for achieving goals 2018 -2021
School Organisation and Structures	Develop and implement a design strategy that reflects Freemans Bay School vision.	<ul style="list-style-type: none"> • Building Names • Signage and wayfinding • Sports uniforms • Website 	<ul style="list-style-type: none"> • Process of school design of indoor and outdoor spaces will include principles of rangatiratanga, kotahitanga and maanakitanga. • The Freemans Bay School design strategy will develop stakeholders understanding and identification of the school vision.
	Develop strategies and processes to streamline visitors to Freemans Bay School ensuring that visitor experiences are relevant, efficient and responsive.	<ul style="list-style-type: none"> • Key roles established and defined • Relevant modules created • Booking system with key dates created • Partnerships explored and agreed upon • Financial side of visits clarified • Calendar of visit days created 	<ul style="list-style-type: none"> • Efficient systems are implemented to meet visitor demand.
Property and Finance	Design and develop purposeful indoor and outdoor spaces that reflect our learning vision, cultures and values.	<ul style="list-style-type: none"> • Music Suite • Library Archives • Shade areas • Play areas • Bike track • PE storage 	<ul style="list-style-type: none"> • Implemented design of indoor and outdoor spaces impacts positively on staff and Ako/learners wellbeing.
	Complete the next cycle 5YA & 10 YP planning.	<ul style="list-style-type: none"> • 5YA • 10YP 	<ul style="list-style-type: none"> • Develop and implement the cyclical plans with an annual review.
Personnel	Implement a confidential Employment Assistance Programme for staff in access for counselling.	Contract signed and implemented	<ul style="list-style-type: none"> • EAP is utilized when needed and staff have confidence in confidentiality of the system
Legislative Requirements	The Board of Trustees and school staff will meet all legislative requirements.		

OUR BASELINE DATA

Achievement in writing is our area of focus

The table shows number / percentage of students at or above expected curriculum level in writing at year end.

2015	Number	Percentage
All FBS students	283/425	66.5%
All Priority students	28/46	60.9%
Māori	11/15	73.3%
Pasifika	17/31	54.8%
2016	Number	Percentage
All FBS students	264/388	68%
All Priority students	22/43	51.2%
Māori	14/18	77.8%
Pasifika	8/25	32%
2017	Number	Percentage
All FBS students	229/380	60.3%
All Priority students	26/44	59.1%
Māori	11/19	57.9%
Pasifika	15/25	69%

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																								
<ul style="list-style-type: none"> Year 5-6 literacy with a 1:10 teacher : student ratio Learning support for small group reading, writing and maths with Yr1-2 students and Yr3-4 students 	<ul style="list-style-type: none"> The majority of the Priority students were included in these groups to enable a greater focus 	<ul style="list-style-type: none"> All Yr5 Priority Students who were under achieving were included in the year 5-6 group These students had a higher than average teacher : student ratio it was therefore expected that these students would have a better chance of making accelerated progress in reading and writing 	<ul style="list-style-type: none"> Monitor and analyse achievement data regularly to establish the effectiveness of teaching programmes and adapt programmes to suit 																								
<ul style="list-style-type: none"> Attendance became a focus for this group 	<ul style="list-style-type: none"> 5 of the 19 families were contacted for poor attendance <table border="1"> <thead> <tr> <th>Student</th><th>Tm 1</th><th>Tm 4</th><th>Improv.</th></tr> </thead> <tbody> <tr> <td>1</td><td>70%</td><td>74%</td><td>4%</td></tr> <tr> <td>2</td><td>76%</td><td>85%</td><td>9%</td></tr> <tr> <td>3</td><td>53%</td><td>74%</td><td>21%</td></tr> <tr> <td>4</td><td>79%</td><td>80%</td><td>1%</td></tr> <tr> <td>5</td><td>61%</td><td>75%</td><td>14%</td></tr> </tbody> </table> <ul style="list-style-type: none"> Certificates were awarded to those with 100% attendance schoolwide 	Student	Tm 1	Tm 4	Improv.	1	70%	74%	4%	2	76%	85%	9%	3	53%	74%	21%	4	79%	80%	1%	5	61%	75%	14%	<ul style="list-style-type: none"> 3 students had significantly improved and sustained attendance 2 had slightly improved attendance Certificates awarded during team assemblies 	<ul style="list-style-type: none"> Monitor attendance regularly Meet regularly at the start of the year with whānau of students whose attendance is poor Refer students to ACES earlier rather than later when poor attendance is noticed
Student	Tm 1	Tm 4	Improv.																								
1	70%	74%	4%																								
2	76%	85%	9%																								
3	53%	74%	21%																								
4	79%	80%	1%																								
5	61%	75%	14%																								

Annual Aim:

All students who were enrolled at Freemans Bay School in Term 1 2018 and are still enrolled in Term 4 2018, will have made progress by at least one sublevel s in writing.

Priority students who were enrolled at Freemans Bay School in Term 1 2018 and are still enrolled in Term 4 2018, will have made progress by at least one sublevels in writing.

ANNUAL SCHOOL IMPROVEMENT PLAN - SUMMARY

Improvement Plan - Domain: Collaboration in Innovative Learning Environments

Strategic Goal

Kāhui Ako o Waitemata has identified personalising learning, student agency, wellbeing and collaboration as key areas in our theory of improvement. We will explore collaborative ways of working to develop student agency which will lead to improved student outcomes for priority learners and all learners / Ako at Freemans Bay School - in our English and Māori learning zone settings.

Annual Goals

We wish to develop initiatives that will implement and embed collaboration skill sets for our school leaders and all teaching staff that build capacity in our ways of working, reflecting principles of rangatiratanga, kotahitanga and manaakitanga.

Annual Target

1. Through inquiry around collaborative ways of working we will explore and develop positive collaborative innovative learning environments that will empower all Ako/learners to reach their highest potential through high-quality teaching and leadership.
2. We will strengthen our ways of working to improve student engagement through ensuring a culture of integrity, fairness, honesty and is highly ethical and trustworthy.
3. Coaching of all teaching staff will utilise the EDuCANZ standards and teaching as inquiry to give traction to engaging in positive and collaborative relationships with our Ako/learners, whānau, our colleagues and the wider community.

Baseline data *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

These conclusions were reached through several inquiries into student achievement, both within the school and the Kāhui Ako o Waitemata. The findings come from our evaluation of facilitated discussions and staff surveys which indicated a focus on collaboration and improved ways of working in teams as we transition to ILE environments across the school. Several members of the leadership have completed coaching courses and have indicated a desire to engage in coaching as part of our TAI framework. This will link to the new Teacher Cuncil standards and support engaging in positive and collaborative relationships with our Ako/learners, whānau, our colleagues and the wider community.

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

When	What (examples)	Who	Indicators of Progress
Term 1	Apply for PLD Ministry of Education funding to support the PLD delivery plan with a focus on collaboration	Sandy	Plan is delivered
Term 1 & 2	Developing PLD delivery plan. spread across term 1 & 2, including : workshops, feedback/feedforward sessions with individual teachers, teams and leadership	Mary-Anne Murphy Chris Bradbeer Terry White Sandy Jenkins	Staff indicate satisfaction and indicate future support required through facilitated workshops and surveys
Term 2 - 4	Commence TAI with a focus on collaboration – including in class observations, coaching, modelling, sessions with individual teachers, teams and leadership	Bron Sandy Leadership team Coaches	Coaching of teaching staff will support TAI with a focus on collaboration

Monitoring *How are we going – check student outcomes every term*

Where are the gaps? What needs to change if this is not working?

Surveys and feedback/feedforward sessions with individual teachers, teams and leadership

Resourcing *How much money and time have you allocated this within your budget? Who will help us?*

Whānau meetings during the day and coaching of teaching staff will need to be resourced.

Improvement Plan - Domain: Personalising Learning and Student Agency Strategic Plan

Strategic Goal: Teachers will develop teaching and learning programs that personalise learning and develop student agency so that students are engaged and motivated to learn and are successful.

Team Members: Bronwyn, Chander, Janis, Larissa and Rebecca

Annual Goals (note teacher focus in 2018; student focus in 2019)

Goal 1: Teachers have a common understanding about what is meant by "personalising learning" and "student agency"

Goal 2: Teachers can identify some of the key features of 'best practice' for personalising learning.

Goal 3: Build school capacity around existing 'best practice' through collaboration about what we are doing in the classroom to personalise learning so that we begin to develop student agency in our learners?

Annual Target *Where do we want to be at the end of 2018?* (note teacher focus in 2018; student focus in 2019)

Goal 1: Teachers have a common understanding about what is meant by "personalising learning" and "student agency"

Goal 2: Teachers can identify some of the key features of 'best practice' for personalising learning.

Goal 3: Teachers will have made some changes to their class program to further personalise learning for students.

Baseline data *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

- Survey teachers about Personalising Learning and Student Agency:
 - How would they define Personalising learning?
 - How would they define Personalising Student Agency?
 - What do they see as 'best practice' for PL?
 - What are they currently doing in their classroom to personalise learning for students.
- Analyse and use to formulate the definition and criteria and next actions.
- Revisit at the end of the year and see if there has been a shift in understanding.

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

Connected Goal	When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Gather and Analyze Baseline Data	Term 2, Week 1	<ul style="list-style-type: none"> Meet and develop Per-Survey Survey 	PL team	<ul style="list-style-type: none"> A survey has been created.
	Term 2, Week 1	Team Meetings: <ul style="list-style-type: none"> PL team to into discuss survey with their team in Week 10 and explain that it is not an anonymous survey because that it is about what we are doing that is making a difference and need to be able to compare data. 	PL team	<ul style="list-style-type: none"> Survey have been completed by each teacher. There is data.
	Term 2, Week 1	<ul style="list-style-type: none"> Share with Staff – Send out end of Week 10, Term 1. Must be completed by Friday of Week 1 Term 2 	Team Leader	
	Term 2 Wk 2 - Thursday (Release Day TBC)	<ul style="list-style-type: none"> Analyse Data 	PL Team	<ul style="list-style-type: none"> Key ideas and themes have been drawn from the data.

Goal 1: Teachers have a common understanding about what is meant by "personalising learning" and "student agency"	Term 2 Wk 2 - Thursday (Release Day TBC)	<ul style="list-style-type: none"> Co-construct a definition around what is meant by "personalising learning" and "student agency" Link here for reference. 	PL Team	<ul style="list-style-type: none"> There is a clear definition.
Goal 2: Teachers can identify some of the key features of 'best practice' for personalising learning.	Term 2 Wk 2 - Thursday (Release Day TBC)	<ul style="list-style-type: none"> Identify and develop key features of 'best practice' for personalising learning 	PL Team	<ul style="list-style-type: none"> Key Criteria have been identified
	Term 2 Wk 2 - Thursday (Release Day TBC)	<ul style="list-style-type: none"> Create an Ideas sharing document linked to key features of 'best practice' for personalising learning 	PL Team	<ul style="list-style-type: none"> Document has been created.
Goal 1 Goal 2 Goal 3	Term 2, Week 7 Request a meeting on 11th June	Professional Learning Workshop – Whole Staff: <ul style="list-style-type: none"> Share definition around what is meant by "personalising learning" and "student agency" Share key features of 'best practice' for personalising learning In cross team group plans, teachers share some ideas for what they are doing to personalise learning for students – linked to Key Features. 	PL Team	<ul style="list-style-type: none"> Professional Learning Workshop – Whole Staff has occurred. Key ideas have been communicated.
Goal 2: Teachers can identify some of the key features of 'best practice' for personalising learning.	Term 2, Week 8	<ul style="list-style-type: none"> Take 'best practice' for personalising learning and add to appropriate place in the EDUCANZ Quality Teaching document. 	Team Leader	<ul style="list-style-type: none"> Additions have been made to the EDUCANZ Quality Teaching Doc.
Goal 3: Build school capacity around existing 'best practice' through collaboration about what we are doing in the classroom to personalise learning, so that we beginning to develop student agency in our learners.	Term 2 – 1 sessions Term 3 – 2 sessions Term 4 - 1 session	Professional Sharing – Team Meetings: <ul style="list-style-type: none"> Liaise with Team Leader Lead a short (15 mins) sharing session about what we are doing in the classroom to personalise learning so that we are beginning to develop student agency in our learners. Add ideas to the Sharing template that has been created. 	Team Members for their teams	<ul style="list-style-type: none"> Team Meeting minutes indicate the conversations took place. Ideas and strategies have been added to the Sharing Template.
Goal 3: Build school capacity around existing 'best practice' through collaboration about what we are doing in the classroom to personalise learning, so that we begin to develop student agency in our learners.	Term 3, Week 3 Request a meeting on 6th August	Professional Learning Workshop – Whole Staff: <ul style="list-style-type: none"> 'Walkthrough' of classrooms In small groups Share what you are doing to personalise learning and show what this looks like for you. 	PL Team	<ul style="list-style-type: none"> Professional Learning Workshop – Whole Staff has occurred. Teachers have added ideas to their Professional Learning Log.
Goal 3: Build school capacity around existing 'best practice' through collaboration about	School Holidays	<ul style="list-style-type: none"> Attend ULearn and get ideas about how we could better personalise learning for our students to inform 2019 Improvement Plan. 	PL Team	<ul style="list-style-type: none"> Attend ULearn Share new learning with Staff

what we are doing in the classroom to personalise learning, so that we begin to develop student agency in our learners				
Gather and Analyze Post Data	Term 4, Week 2	<ul style="list-style-type: none"> Recreate Survey from the beginning of the year. 	Team Leader	<ul style="list-style-type: none"> A survey has been created.
	Term 4, Week 3 Due Friday – Term 4, Week 4	<ul style="list-style-type: none"> Send out Post Survey to staff <i>Possible Student Survey to inform work for 2019</i> 	Team Leader	<ul style="list-style-type: none"> Survey have been completed by each teacher. There is data.
	Term 4, Week 5 (15 th November) – Thursday (Release for ½ day TBC)	<ul style="list-style-type: none"> Analyse data – what changes can we see from Term 2 to Term 4 data? What does it tell us? 	PL Team	<ul style="list-style-type: none"> Key ideas and themes have been drawn from the data.
Review and plan for 2019	Term 4, Week 5 (15 th November) – Thursday (Release for ½ day TBC)	<ul style="list-style-type: none"> Review this Improvement Plan: <ul style="list-style-type: none"> What worked well? What didn't work well? Where to next? 	PL Team	<ul style="list-style-type: none"> Data has been used to inform next steps. Improvement Plan is updated for 2018. Improvement Plan for 2019 has been started.
Monitoring <i>How are we going – check student outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i>				
Resourcing <i>How much money and time have you allocated this within your budget? Who will help us?</i> Release Time for the team to work together: <ul style="list-style-type: none"> Term 2 Wk 2 - Thursday (Release Day TBC) – 10th of May for Chander, Rebecca and Larissa Term 4, Week 5 – Thursday 15th November for Chander, Rebecca and Larissa Professional Learning Session Times: <ul style="list-style-type: none"> 11th June – Set definition, key features and sharing of 'best practice' 6th August -Sharing of 'best practice' Professional Learning for Team: <ul style="list-style-type: none"> Attend ULearn - Build team capacity and understanding around Personalizing Learning 				

Improvement Plan - Domain: Digital Technologies / Hangarau Matihiko				
Strategic Goal: Implement and embed Digital Technologies in meaningful and relevant ways so that we equip our children and young people to participate, create, and thrive in this fast-evolving digital world.				
Team Members: Bronwyn, Rachel, Shelley and Fiona (Note that there was no rep from Whānau Ata)				
Annual Goals: Goal 1: Design and implement a school-wide Digital Citizenship program. Goal 2: Establish a “Teacher DT Group” who are confident and knowledgeable around Digital Technologies, Computational Thinking and Computer Science Goal 3: Develop a ‘21C with Digital Devices’ plan is to ensure that the quality and quantity of digital devices is sufficient and varied enough to support a 21 st Century Learning model (Communication, Creativity, Collaboration and Critical Thinking with Digital Tools) and move from substitution to re-definition (SAMR model).		Annual Target <i>Where do we want to be at the end of 2018?</i> Goal 1: Teachers and students are aware of the school-wide Digital Citizenship program and are using it for teaching and learning. Goal 2: Tthe "Teacher DT Group" are using some aspects of Digital Technologies, Computational Thinking and Computer Science in teaching and learning. Have a group of teachers who are able of supporting others in the area into 2019. Goal 3: A 2-year ‘21C with Digital Devices’ plan is presented to the Principal with budgeting estimations, rationale, linked to research to support a 21 st Century Learning model (Communication, Creativity, Collaboration and Critical Thinking with Digital Tools) and move from substitution to re-definition (SAMR model).		
Baseline data <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i> Goal 1: Use Draft Digital Citizenship Capability Review Tool (PDF file) to review what we are doing now Goal 1, 2 and Goal 3: Use the eLearning Planning Framework to survey teachers and students Pre (2016 data; post 2018 data)				
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>				
Connected Goal	When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Goal 1 Goal 2 Goal 3	Term 1, Week 10	<ul style="list-style-type: none">DT Team Leader to consult with Whānau Ata	DT Team Leader	<ul style="list-style-type: none">Whānau Ata Consulted
Goal 2: Build teachers confidence and knowledge around Digital Technologies	Before the 9 th April	<ul style="list-style-type: none">Apply for Centrally Funded MOE PLD around Digital Technologies for the “Teacher DT Group” – preferably someone who can work with both Curriculum Pathway teachers.<ul style="list-style-type: none">Check if we can put in application for both Curriculum Pathway teachers.Check if Whānau Ata teachers want support with this this year	DT Leader and Principal	<ul style="list-style-type: none">Receive funding
Goal 1: Design and implement a school-wide Digital Citizenship program	Term 2 – Week 2	<ul style="list-style-type: none">Connect with eLearning Advisory and Netsafe and get advice and support the development of a school-wide Digital Citizenship program	eLearning Leader	<ul style="list-style-type: none">Contact made with the eLearning Advisory and Netsafe

Goal 1: Design and implement a school-wide Digital Citizenship program	Term 2 – Week 2	<ul style="list-style-type: none"> • Use Draft Digital Citizenship Capability Review Tool (PDF file) to review what we are doing now • Identify current practice and next steps. 	ELearning Leader to design, checking in and get feedback from DT Team	<ul style="list-style-type: none"> • Review has been completed
Goal 1: Design and implement a school-wide Digital Citizenship program	Term 2 – Wk 3 - 7	<ul style="list-style-type: none"> • Develop a school-wide Digital Citizenship program – levelled by years and a two-year rotation based on research: <ul style="list-style-type: none"> ○ Part of the Behaviour Plan ○ Linked to vision/ HOM ○ Student voice - DC Student Group ○ ‘Good Citizen’ 	ELearning Leader to design, checking in and get feedback from DT Team.	<ul style="list-style-type: none"> • Digital Citizenship program developed • Opportunities for feedback and consultation evident in school calendar
Goal 1: Design and implement a school-wide Digital Citizenship program	Term 2, Week 8	<ul style="list-style-type: none"> • Digital Citizenship program shared with Leadership team for Feedback 	ELearning Leader	
Goal 1: Design and implement a school-wide Digital Citizenship program	Term 2, Week 8	<ul style="list-style-type: none"> • Digital Citizenship program shared with interested parties and asked for feedback. • Drop in Workshop 	DT Team	
Goal 1: Design and implement a school-wide Digital Citizenship program	Term 2 Week 9	<ul style="list-style-type: none"> • Digital Citizenship program shared with teachers. 	DT Team to run a session with team – eLearning Leader to support	
Goal 1: Design and implement a school-wide Digital Citizenship program	Term 3	<ul style="list-style-type: none"> • First phase of the Digital Citizenship Program is run in classes – with support from Elearning Leader 	Teachers	<ul style="list-style-type: none"> • Students participating in-class sessions on Digital Citizenship. • Teachers taking opportunities for ad hoc learning about Digital Citizenship when appropriate. • Students participating in the Digital Citizenship lessons
Goal 1: Design and implement a school-wide Digital Citizenship program	Term 3	<ul style="list-style-type: none"> • Parent and teacher’s workshops about Digital Citizenship 	DT Team	<ul style="list-style-type: none"> • Parents attending workshops.
Goal 1: Design and implement a school-wide Digital Citizenship program	Term 4	<ul style="list-style-type: none"> • Second phase of the Digital Citizenship Program is run in classes – with support from ELearning Leader 	Teachers	<ul style="list-style-type: none"> • Students participating in-class sessions on Digital Citizenship. • Teachers taking opportunities for ad hoc learning about Digital Citizenship when appropriate. • Students participating in the Digital Citizenship lessons
Goal 1: Design and implement a school-wide Digital Citizenship program	Term 4	<ul style="list-style-type: none"> • Student Focus Group: <ul style="list-style-type: none"> ○ What’s working well? ○ What needs to be changed? 	DT Team	<ul style="list-style-type: none"> • Opportunities for feedback and consultation evident in school calendar

Goal 2: Build teachers confidence and knowledge around Digital Technologies	Before the 9 th April	<ul style="list-style-type: none"> Apply for Centrally Funded MOE PLD around Digital Technologies for the “Teacher DT Group” – preferably someone who can work with both Curriculum Pathway teachers. 	DT Leader and Principal	
Goal 2: Build teachers confidence and knowledge around Digital Technologies	Term 1, Week 10	<ul style="list-style-type: none"> ‘Advertise’ that we are looking for teachers to be part a “Teacher DT Group”.to learn and work together to 'play' with aspects of the new Curriculum – Link to TAI where possible. 	DT Leader and Principal	<ul style="list-style-type: none"> “Teacher DT Group” is formed.
Goal 2: Build teachers confidence and knowledge around Digital Technologies	Cyclic Process – linked to TAI/ Spirals Process over Term 2, Term 3 and Term 4 (Note Create a Microsoft Team for this)	<ul style="list-style-type: none"> “Teacher DT Group” learning: <ul style="list-style-type: none"> Increase Curriculum Knowledge Increase skill level Professional Learning (eLearning Leader to release when needed) 	“Teacher DT Group” eLearning Leader	<ul style="list-style-type: none"> “Teacher DT Group”: <ul style="list-style-type: none"> Meeting regularly Trying new things Learning Reflecting
		<ul style="list-style-type: none"> “Teacher DT Group” Implementation: <ul style="list-style-type: none"> Planning Reflection Student Voice (eLearning Leader to release when needed) 		
		<ul style="list-style-type: none"> “Teacher DT Group” sharing and Reflection 		
Goal 2: Build teachers confidence and knowledge around Digital Technologies	September School Holidays	<ul style="list-style-type: none"> Attend ULearn to learn about Digital Technology Curriculum 	“Teacher DT Group”	<ul style="list-style-type: none"> Attend ULearn Share new learning with Staff
Goal 2: Build teachers confidence and knowledge around Digital Technologies	Ongoing – once every 2 weeks	<ul style="list-style-type: none"> Share effective strategies at regular Digital Technology Workshops – Voluntary 	DT Team	<ul style="list-style-type: none"> Evident in school calendar Teachers attending workshops of interest.
Goal 2: Build teachers confidence and knowledge around Digital Technologies	Ongoing	<ul style="list-style-type: none"> Utilise and share free professional learning opportunities, relevant articles, videos and websites. 	DT Team Any interested teachers	<ul style="list-style-type: none"> Digital Technology Sway is maintained and regularly updated. Teachers attending free learning opportunities
Goal 2: Build teachers confidence and knowledge around Digital Technologies	Ongoing – once a week	<ul style="list-style-type: none"> Set up a Lunchtime Coding Club – Students to run. 	Any interested teachers	<ul style="list-style-type: none"> Evident in school calendar Students having opportunities to code for fun
Goal 3: Develop a ‘21C with Digital Devices’	Cyclic Process – linked to TAI/ Spirals Process over Term 2, Term 3 and Term 4	<ul style="list-style-type: none"> Use the Inquiry Model to put together a plan: <ul style="list-style-type: none"> Research Visit Schools – what are others doing? Test with Focus Group Review/ Reflect 	ELearning Leader to design, checking in and get feedback from DT Team and interested teachers	<ul style="list-style-type: none"> ‘21C with Digital Devices’ plan is developed Opportunities for feedback and consultation evident in school calendar

Goal 3: Develop a '21C with Digital Devices'	Term 4, Week 2	<ul style="list-style-type: none"> '21C with Digital Devices' plan is shared with DT team 	ELearning Leader	'21C with Digital Devices' plan is shared with DT team
Goal 3: Develop a '21C with Digital Devices'	Term 4, Week 3	<ul style="list-style-type: none"> 21C with Digital Devices' Plan is shared with Principal 	DT Team	21C with Digital Devices' Plan is shared with Principal
Goal 3: Develop a '21C with Digital Devices'	Term 4, Week 4	<ul style="list-style-type: none"> '21C with Digital Devices' plan is shared with Leadership Team 	ELearning Leader	'21C with Digital Devices' plan is shared with Leadership Team
Gather and Analyze Post Data	Term 4, Week 4 (Monday 5 th November)	<ul style="list-style-type: none"> Professional Learning Session for review: <ul style="list-style-type: none"> Send out Use the eLearning Planning Framework survey to teachers and students. Feedback on Digital Citizenship program 	DT Team	<ul style="list-style-type: none"> Survey have been completed by each teacher. There is data. Professional Learning Session used for review
	Term 4, Week 5 (16 th November) – Friday (Release for ½ day TBC)	Analyse data: <ul style="list-style-type: none"> What changes can we see from 2016 data to 2018 data? What does it tell us? 	DT Team	<ul style="list-style-type: none"> Key ideas and themes have been drawn from the data.
Review and plan for 2019	Term 4, Week 5 (16 th November) – Friday (Release for ½ day TBC))	<ul style="list-style-type: none"> Review this Improvement Plan: <ul style="list-style-type: none"> What worked well? What didn't work well? Where to next? 	DT Team	<ul style="list-style-type: none"> Data has been used to inform next steps. Improvement Plan is updated for 2018. Improvement Plan for 2019 has been started.

Monitoring *How are we going – check student outcomes every term*
Where are the gaps? What needs to change if this is not working?

Resourcing *How much money and time have you allocated this within your budget? Who will help us?*

Funding and Help:

- Apply for Centrally Funded MOE PLD around Digital Technologies for the "Teacher DT Group" – preferably someone who can work with both Curriculum Pathway teachers.
- Connect with eLearning Advisory and Netsafe and get advice and support the development of a school-wide Digital Citizenship program

Release Time for the team to work together:

- Term 4, Week 5 – Friday 16th November for Shelley, Rachel, Fiona and someone from Whānau Ata

Professional Learning for Team:

- Attend ULearn - Build and understanding around Digital Technologies for "Teacher DT Group"

Professional Learning Session Times:

- Monday 5th of November:
 - Review:
 - Send out Use the [eLearning Planning Framework](#) survey to teachers and students.
 - Feedback on Digital Citizenship program

Improvement Plan - Domain: Writing in the New Zealand Curriculum			
Strategic Goal Teachers will design relevant and targeted programs that accelerate ako/learners in writing so that they engage across the curriculum with increasing independence.			
Annual Goals Goal 1: To improve teacher pedagogical knowledge and practice Goal 2: To review school wide assessment practices. Goal 3: To develop a Professional Learning plan to improve writing in 2019.		Annual Target <i>Where do we want to be at the end of 2018?</i> <i>The focus is on <u>student outcomes</u>.</i> <ol style="list-style-type: none">Teachers are able to identify the key features of 'best practice' for personalising learning. Goal 3: Teachers will have made some changes to their class program to further personalise learning for students.In 2018 we would like to see less than 10% of all students in the well below categoryA plan is presented to the Principal and Leadership Team on how we intend to accelerate writing across the school in 2019.	
Baseline data <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i> In 2016 11.4 % of all students well below In 2017 16.3 % of all students well below Survey teachers about Writing <ul style="list-style-type: none">What do they feel they are confident in when teaching writing?What do they find challenging about teaching writing?What would they like support with for writing?What are they currently doing in their classroom to accelerate learning for students?How do you assess monitor writing in your classroom?What changes would you make to the assessment schedule?Comment on your beliefs about teaching genre.			
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Term 1	Team meetings in, identify the students from 2017 who were Well Below. At team meetings, teachers review and amend names so that we collate the names of the 2018 students who are well below or those student that are at-risk.	Bridget Literacy Team Teachers	Well below students and those who teachers believe are at risk, are discussed in team meetings, lists reviewed and amended. Any new children are recorded.

Term 2 Week 1 Wednesday 2 nd March	Literacy Team meet to design the Survey questions that get sent out to teachers as well as what the process and timeframe will be. Each team member will share the process with their teams and be responsible for their team members completing the survey.	Literacy Team	The survey will be clear so that teachers can easily complete the survey. The survey will extract the data that we are wanting to find.
Term 2 (beginning) Date TBC in Week 1	Survey teachers using Forms, to find out what they are struggling with in writing and what they feel confident doing and where they would like support with teaching writing. This data could be used to plan a staff meeting. The survey will also seek feedback about the assessment practices in writing at FBS, specifically about genre.	Literacy Team Teachers	Identifying areas staff need support in Identifying assessment practices that need to be reviewed
Term 2 Week 6 Wednesday 6 th June	Literacy team meet to review the Survey and discuss trends etc. The team will use this data to plan for the staff meeting in Week 9 and will decide if there is any further information that will need to be collected from staff to support the planning of the meeting.	Literacy Team	Results from the Form collated and staff meeting planned by Literacy Team to support areas of need.
Term 2 Week 9 Monday 25 th June	Staff meeting. Firstly, introduce what good writing practice is and resources that can be used to support teaching and learning. Workshops based on what we identify the needs of the staff are through the data collected in the Form.	Literacy Team Teachers	Teachers being supported in an area of their practice that they would like to develop.
Start of Term 3	Literacy Team to meet to discuss what the process will be for the observations. The Literacy Leader will support the observations by having a discussion with the literacy team member before they observe and then after they have observed to support the team member to give feedback.	Literacy Team Teachers	Literacy team are clear about the process. Literacy team feel supported and confident to discuss the process with their team and to lead the observation process.
Term 3	Literacy Team share the observation format and process with their teams at a team meeting.	Literacy Team	
Term 3	Literacy Team or other peer to follow the observation process of pre-conversation, collecting data through an observation and post-observation.	Literacy Team	Observations and post observations completed by the end of the term and placed in Professional learning Logs
Term 4	Investigate courses, inspirational teachers, initiatives (Please add ideas to the Literacy Ideas Doc) Collate what we have found and set up staff meetings for 2019 and prepare budget bid for Professional Learning for writing.	Literacy Team	Programme set up for writing professional development for 2019/20 Budget bid completed to cover professional development in 2019

Monitoring *How are we going – check student outcomes every term*

Where are the gaps? What needs to change if this is not working?

Each term collates and review data on the 2018 students

- In Whānau Wai who are well below,
- In Whānau Puna who are well below and that are struggling with writing and could be at risk
- In Whānau Rau, that are struggling with writing and could be at risk

The Literacy Team will discuss this each team with their teams.

Resourcing *How much money and time have you allocated this within your budget? Who will help us?*

- Staff meeting in Term 2 Week 9 25th June
- Release time for observations - Senior Leaders who are released could be used for this.
- 3 days release for Literacy Team to go into classrooms and observe teachers.
- Release for all of Literacy Team to attend Gail Loane workshop “The Art of Teaching Writing” at Kohia Centre on Friday 25th May. The cost of this workshop is \$295 per person. This workshop will explore the ‘art of teaching writing’ through discussion around...
 1. Our beliefs about teaching writing and how they drive what we do
 2. The frequent mismatch often evident between the needs of our learners and what we provide – what makes a match?
 3. How we can plan to bring relevance and authenticity to the writing programme for all our learners
 4. A lesson design which caters for all learners