



FREEMANS BAY SCHOOL

Engage, Empower, Enrich



Freemans Bay School Charter 2020



Contents

OUR MISSION STATEMENT.....	3
OUR VISION STATEMENT.....	3
OUR PRINCIPLES.....	3
OUR VALUES.....	3
CULTURAL DIVERSITY & THE UNIQUE POSITION OF MĀORI AT FREEMANS BAY SCHOOL.....	4
THEORIES OF IMPROVEMENT FOR TE KĀHUI AKO o WAITEMATĀ.....	4
OUR STRATEGIC PLAN 2020-2022.....	5
OUR ANNUAL IMPROVEMENT PLANS.....	6
OUR ACHIEVEMENT TARGETS.....	9



Principal's Endorsement
Board of Trustee's Endorsement
Submission date to Ministry of Education

Final endorsed 27th May 2020
Final endorsed 27th May 2020
17th June 2020

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 Ākongā 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 Ākongā 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.

The unique position of Māori Culture

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

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

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 the Māori community through regular hui and pānui.

THEORIES OF IMPROVEMENT FOR TE KĀHUI AKO o WAITEMATA



There are inseparable bonds between agency, positive self-identity, wellbeing, and achievement.



VISION: To create stimulating, inclusive learning environment which engages, empowers and enriches learners to prepare them for their future world.

Engage learners through active involvement and powerful learning partnerships

Enrich learners through personalizing learning, inquiry and a wide curriculum

Empower learners to be collaborative, critical thinkers and problem-solvers (learning how to learn)

Mana Tangata

Mauri Ora

Hei Waka Hourua

Rukuhia te Puna Maturanga

Whare whakaruru hau

Strategic Focus Areas	Cultural Responsiveness	Supporting the sustainability of self, others and the environment	Productive Partnerships	Life-long Learning	Great Buildings and Facilities
Initiatives	<p>Enrich student learning with the provision of te reo Māori and exploration of the compelling history of Tāmaki-Makaurau</p> <p>Increase engagement of all whānau by developing and implementing a strategy to ensure that all cultures at FBS feel welcomed and valued</p>	<p>Empower learner's wellbeing by strengthening positive student behaviours</p> <p>Enrich our tamariki and community's learning and wellbeing by increasing the range (and accessibility) of extra-curricular activities on offer to both students and the wider community</p>	<p>Empower our staff, whānau and wider community by implementing suitable co-governance structures that reflect our commitment to te tiriti o Waitangi</p> <p>Engage our staff and whānau to deliver equitable and excellent outcomes for all learners</p> <p>Engage staff in the achievement targets of Te Kāhui Ako o Waitematā</p>	<p>Empower our staff and tamariki by developing and implementing a strategy for "coaching as a way of being" to improve student outcomes</p> <p>Enrich learner experiences by offering a localised curriculum and effective pedagogies</p>	<p>Enrich the physical environment by delivering fit for purpose buildings and structures that enable educational excellence</p> <p>Enrich the facilities to enable further activities and community engagement</p> <p>Develop a mindset to empower tamariki and staff to focus on minimising FBS's environmental impact</p>



<p>ENRICH LEARNER EXPERIENCES BY OFFERING A LOCALISED CURRICULUM AND EFFECTIVE PEDAGOGIES</p>	<p>EMPOWER STAFF & TAMARIKI BY DEVELOPING AND IMPLEMENTING A STRATEGY FOR 'COACHING AS A WAY OF BEING' TO IMPROVE STUDENT OUTCOMES</p>	<p>ENGAGE OUR STAFF AND WHĀNAU TO DELIVER EQUITABLE AND EXCELLENT OUTCOMES FOR ALL LEARNERS</p>
<p>Strengthening teacher practice of integrating digital learning so that the Digital Curriculum / Hangarau Matihiko is embedded</p>	<p>All teaching staff are trained in coaching and are being coached on their professional growth goals so that coaching skills are strengthened in an authentic, meaningful way</p>	<p>'Success for All' in our dual Curriculum Pathways (Aligns with the Annual Achievement Targets)</p>
<p>ENRICHMENT GOAL: DIGITAL TECHNOLOGIES</p>	<p>EMPOWERMENT GOAL: COACHING AS A WAY OF BEING</p>	<p>ENRICHMENT GOAL: LITERACY</p>
<p>EQUITY To implement and embed Digital Technologies in meaningful ways to equip our children to participate, create, and thrive in this fast-evolving digital world</p>	<p>PRODUCTIVE PARTNERSHIPS Collaboration to develop a coaching culture as 'a way of being' across the school to empower staff, learner and whānau agency and to raise student achievement</p>	<p>EXCELLENCE To achieve a positive curriculum shift for all ako in Writing through the implementation of collaborative inquiries</p>
<p>KEY ACTIONS</p>	<p>KEY ACTIONS</p>	<p>KEY ACTIONS</p>
<ul style="list-style-type: none"> • Build an open resource bank for DT lessons • Utilise centrally funded PLD to implement Hangarau Matihiko • Personalise PD for teachers and leaders • Connect with community, whānau and local schools 	<ul style="list-style-type: none"> • Create supportive systems that will facilitate coaching • Engage in whole staff, differentiated PLD 	<ul style="list-style-type: none"> • Professional development through a variety of facilitators across both pathways to review kōrero and researched strategies to develop an action plan
<p>MEASURE</p>	<p>MEASURE</p>	<p>MEASURE</p>
<ul style="list-style-type: none"> • Increased teacher self-efficacy on DT/HM matrix 	<ul style="list-style-type: none"> • Increased confidence in coaching ability 	<ul style="list-style-type: none"> • Increased student achievement in Writing
<p>HAUORA GOAL : VALUES</p>		
<p>EMPOWER learners wellbeing by strengthening positive student behaviours and implementing initiatives so that our environment is one that is caring, collaborative and inclusive where all ako are valued</p>		
<p>KEY ACTIONS</p>		
<ul style="list-style-type: none"> • Review School values with staff and community so that we have determined to what extent they reflect our community's values • Review and strengthen behaviour management strategies so that our students have appropriate, timely and consistent support with behaviours 		



ENGAGE LEARNERS THROUGH ACTIVE INVOLVEMENT AND POWERFUL LEARNING PARTNERSHIPS

Growing life-long akonga through the delivery of a rich and wide localised curriculum

STRATEGIC GOAL #1 DIGITAL TECHNOLOGIES

To implement and embed Digital Technologies in meaningful ways to equip our children to participate, create, and thrive in this fast-evolving digital world

ACTIONS

WHO

ACTIONS

Board of Trustees

Support ICT Equipment replacement cycle and resourcing in this strategic area

Leadership

Personalise PD to engage and enrich teachers and leaders
Source and allocate resources equitably and develop a replacement cycle development
Recruit facilitator and utilise centrally funded PLD to implement Hangarau Matihiko
SENCo has inclusive technologies as a focus area in student support meetings

Teachers

Participate in and contribute to a team of DT champions
Build an open resource bank for Digital Technology and Digital Citizenship Lessons
Recruit student Techxpert team created to lead online safety
Connect with community and whānau and local schools to grow our collective knowledge
Engage with personalised PD and Kia-Takatu
Use of inclusive technologies for learner support
Focus team to investigate the use of MLJ across the wider curriculum

Whānau

Engage in school led workshops and information sessions
Engage with students MLJs

OUTCOME

Increased teacher self-efficacy on Digital Technologies matrix



EMPOWER LEARNERS THROUGH ACTIVE INVOLVEMENT AND POWERFUL LEARNING PARTNERSHIPS

Collaboration for the benefit of all stakeholders

STRATEGIC GOAL #2 COACHING AS A WAY OF BEING

To develop a coaching culture as 'a way of being' across the school to build staff, learner and whānau agency and to raise student achievement

ACTIONS

WHO

ACTIONS

Board of Trustees

Support and approve 2020 Teacher Only Days and application for centrally funded PLD focused on coaching
Continue to resource surplus staffing so that teachers can be released for coaching and professional development

Leadership

Use external PLD to support us to develop structures, systems to develop coaching across the school
Use External expertise to grow staff and learner coaching capacity (Education Group)
Review of appraisal / coaching / PLD structure and consider if it will be integrated with specific curriculum areas
To create and facilitate supportive systems that facilitate coaching effectiveness to improve outcomes for learners
To grow and influence staff, learners and whānau to deeply understand and implement coaching conversations as a way of being
Resource the Solutions Focused Course for school coaching leaders
Formulate a team (working action group/WAG) across the school of coaching champions who will develop activities and host a coaching cafe

Teachers

Attend Ka Hui Ako Teacher Only Day 28th January – offering a range of workshops in coaching
Participate in the two teacher only days with Education Group to complete the Coaching course
Staff who have previously attended the two day Coaching Course to undertake the 2 day Solutions Focused Coaching on April 8th & 9th
Larissa to work with Wai students to develop a programme of students coaching students

Whānau

Introduced to coaching concepts through the school newsletter

MEASURE

Increased confidence in coaching ability



ENRICH LEARNERS THROUGH PERSONALISING LEARNING, INQUIRY & A WIDE CURRICULUM

'Success for All' in our dual Curriculum Pathways

STRATEGIC GOAL #3 LITERACY – SUCCESS FOR ALL

To achieve a positive curriculum shift for all ako in Writing by enhancing our students sense of identity through the development of kōrero

ACTIONS

WHO

ACTIONS

Board of Trustees

Support the appointment of a Kahui Ako within school teacher to join the writing action group
Support leadership's application for centrally funded PLD

Leadership

Lead the school to achieve the Annual Achievement Targets
Apply for external PLD to support us to develop our knowledge of collaborative inquiry and pedagogy to accelerate learning
Use External expertise to grow staff's knowledge and efficacy of collaborative inquiry and accelerated learning
Provide release time for hubs to engage in collaborative inquiry
Mary-Anne Murphy to work with leadership team to analyse data and scope needs of teachers
Education Group to work with leadership team to develop collaborative inquiry and accelerated learning knowledge
Review localised curriculum, tracking and planning documents
Review personalised learning and goal setting in My Learning Journey

Teachers

Participate in professional development in Writing with Mary-Anne Murphy and Oral Language with Jane Van der Zeyden
Collaborate with leadership to review the learning intentions on My Learning Journey
Engage in the centrally funded PLD with Roween Higgin working on coaching for improvement with a focus on Writing
Best Start Literacy programme being followed in the new entrant and Year 1/2 spaces
Collaborate with leadership to review personalised learning and goal setting through My Learning Journey
Collaborate with leadership to Review localised curriculum, tracking and planning documents

Whānau

Attend focus group meetings
Engage with My Learning Journey and attend workshops
Attend literacy open days

MEASURE

Increased student achievement in Writing



STRATEGIC GOAL #3 LITERACY – SUCCESS FOR ALL – ACHIEVEMENT TARGET #1

To achieve a positive curriculum shift for all ako in Writing by enhancing our students sense of identity through the development of kōrero

BASELINE DATA

53% of English Pathway students were working within or beyond curriculum expectations in 2019 in Writing

- 68% of our cohort (Y3-6 students who have been at Freemans Bay School for 3 or more years) were working within or beyond curriculum expectations in 2019
- 79% of NZ European cohort students were working within or beyond curriculum expectations in 2019
- 63% of Maori students were working within or beyond curriculum expectations in 2019
- 45% of Pasifika students working within or beyond curriculum expectations in 2019

TARGET

We aspire to have 80% of our cohort learners (Y3-6 students who have been at Freemans Bay School for 3 or more years) working within or beyond curriculum expectations in Writing over the next 3 years

75% or more of all of our cohort learners (Y3-6 students who have been at Freemans Bay School for 3 or more years) will be working within or beyond curriculum expectations in Writing in 2020

ACTIONS TO ACHIEVE TARGET

In addition to the above actions in our action plan:

- Improved tracking of Māori and Pasifika data
- Track data from learners achieving below expectation, separately
- Personalised learning programme created with students, whānau, SENCO/external interventions
- Investigate and facilitate PLD in the principles of Ka Hikitia and Tapasa
- Target and prioritise Māori and Pasifika students for accelerated learning
- Meet with whānau of priority learners and target students and co-construct home supports
- Collaborative Inquiry to focus on achievement of Māori, Pasifika and target students
- Purchase culturally appropriate texts for literacy



SUCCESS FOR ALL – ACHIEVEMENT TARGET #2

To accelerate curriculum shift for Māori and Pasifika students in Maths through developing a culturally responsive programme

BASELINE DATA

64% of English Pathway students were working within or beyond curriculum expectations in 2019 in Maths

- 45% (10/22) of Maori students were working within or beyond curriculum expectations in 2019 (74% in 2017 and 53% in 2018)
- 37% (7/19) of Pasifika students were working within or beyond curriculum expectations in 2019 (68% in 2017 and 42% in 2018)

TARGET

We aspire to have 80% of our Māori and Pasifika learners working within or beyond curriculum expectations in Maths over the next 3 years

- 60% or more of all our Māori and Pasifika learners will be working within or beyond curriculum expectations in Maths in 2020

ACTIONS TO ACHIEVE TARGET

- Personalised learning programme created with students, whānau, SENCO/external interventions
- Investigate and facilitate PLD in the principles of Ka Hikitia and Tapasa
- Target and prioritise Māori and Pasifika students for accelerated learning
- Engage with whānau and provide support with how to help at home
- Collaborative Inquiry to focus on achievement of Māori, Pasifika and target students with a culturally responsive perspective
- Purchase culturally appropriate resources
- Provide support for staff around the principles of acceleration in Maths
- Improved tracking of Māori and Pasifika data, analysis and discussion of the impact of interventions and sharing of good practice