

LONG BAY PRIMARY SCHOOL CHARTER



Long Bay Primary School
WHOLE CHILD EDUCATION

VISION: To provide our community with high quality whole child education

MISSION STATEMENT: Inspiring students to become confident, connected, actively-involved lifelong learners

OUR PHILOSOPHY

We believe in a learning environment where:

- Positive self esteem is key to successful learning
- All students experience success
- All students are encouraged to take risks and demonstrate perseverance and resilience
- Students experience a curriculum that makes meaningful connections with their lives
- Initiative, independence, cooperation and responsibility are fostered
- Effective partnerships are developed between home and school
- Meaningful data analysis drives teaching and learning programmes
- The effective use of information communication technology (ICT) contributes to children's learning
- Teaching and learning programmes are enhanced through high quality professional development

LOCAL GOALS: *We aim to provide our school community with:*

- A commitment to maintaining a semi-rural environment within the confines of proposed local development
- A commitment to maintaining student/teacher ratios that optimise available resources
- A positive and welcoming environment that respects the diversity of our local community

STRATEGIC GOALS: *In order to meet the Government's national education guidelines and the Board's priorities we aim to:*


- Improve students' achievement in literacy and numeracy
- Improve students' use of information communication technology to support their learning
- Enhance students' thinking skills and problem solving abilities
- Provide effective support for children with special learning needs and abilities
- Develop and implement an integrated curriculum that enhances students' key competencies by providing meaningful and relevant cross-curricular learning experiences
- Improve student achievement reporting processes

<i>Success For All</i>	<i>A Safe Learning Environment</i>	<i>Improving Literacy and Numeracy</i>	<i>Improving Outcomes for Students with Special Needs</i>
<p><i>All children at Long Bay Primary have opportunities for success. Children’s successes are celebrated. We incorporate a variety of teaching approaches and strategies into a meaningful and integrated curriculum which maintains the integrity of the essential learning areas and develops children’s key competencies</i></p> <p><i>We offer opportunities for individualised and group instruction and provide a wide and exciting range of learning experiences both in and outside of the classroom.</i></p>	<p><i>A safe and stimulating learning environment is provided for children. Through planning and regular monitoring, the Board and staff ensure the physical surroundings are maintained and enhanced. Potential hazards are identified and eliminated.</i></p> <p><i>We foster a school culture of respect, caring and tolerance and encourage children to take responsibility for their own actions.</i></p> <p><i>We promote and nurture the family atmosphere of our school.</i></p>	<p><i>We place priority on improving student achievement in numeracy and literacy.</i></p> <p><i>The Board has resourced the school well for literacy and numeracy and we are committed to ongoing, high quality professional development in these areas.</i></p> <p><i>Children’s progress in these areas is closely monitored and we provide support and extension for identified students.</i></p> <p><i>Classroom environments are number and print rich and the library is well-resourced and child-centred.</i></p>	<p><i>Children identified as being at risk on the basis of assessment data, or those who have special learning needs and abilities are positively and proactively supported at our school. All teachers provide differentiated classroom programmes and we offer a well-coordinated range of extra programmes which are supported by supported by teacher aides, parent helpers and college ‘buddies’.</i></p> <p><i>External support agencies are accessed when needed and strong school/home partnerships are fostered.</i></p>

Reflecting the National Priorities at Long Bay Primary School



<i>Better Use of Student Achievement Information</i>	<i>Improving Maori Outcomes</i>	<i>Reporting</i>	<i>Provision of regular quality physical activity</i>
<p><i>We gather comprehensive assessment data that is used to inform future teaching and learning programmes. Assessment is based on the triangulation of teacher observations and standardised and diagnostic tools. We believe in the value of formative assessment practices and actively incorporate these into programmes. Comprehensive records are maintained at class, syndicate and school wide level which show ‘value-added’ and ‘best fit’ against national expectations.</i></p>	<p><i>Our school programme and practices foster positive cultural understanding through involvement with the local Maori community where possible. Regular annual consultation takes place with our Maori community and Maori achievement results are regularly analysed and reported on. A school overview for Te Reo me ona Tikanga ensures cultural heritage is recognised and valued.</i></p>	<p><i>Families receive progress reports twice yearly and parent/teacher conferences are held throughout the year. We offer curriculum information evenings and distribute programme overviews and explanations on a regular basis. We operate an open door policy, and encourage regular and honest parent/staff communication. Detailed, assessment-based reports are presented regularly to the Board of Trustees.</i></p>	<p><i>Long Bay Primary promotes itself as an ‘active school’ that is respectful of children’s diverse physical, social and psychological stages of development. Classroom, school wide and local community programmes provide a wide variety of opportunities for children to participate in regular, quality physical activity. Our school’s “Sport Philosophy” provides a coordinated and positive approach to sport and physical activity in our school community.</i></p>

<i>New Zealand's Cultural Diversity</i>	<i>The Unique Position of Maori Culture</i>
<p style="text-align: center;"><i>The school environment reflects the cultures of Long Bay Primary School children through the use of signage in the form of greetings in the main foyer of the school, and cultural diversity is celebrated in classrooms through the use of greetings and vocabulary, songs, topics of study and art and craft work - wherever possible.</i></p> <p style="text-align: center;"><i>School and classroom programmes (including books and resources) are up to date and accurately represent NZ's diverse cultures.</i></p> <p style="text-align: center;"><i>We respect and positively promote both the unique position of Maori and the special place of Pacific people in New Zealand society.</i></p> <p style="text-align: center;"><i>There is regular monitoring, analysis and use of both Maori and Pacific student achievement data.</i></p>	<p style="text-align: center;"><i>A two year overview for Maori curriculum planning has been established and is reflected in classroom programmes, with cross-curricular links where possible.</i></p> <p style="text-align: center;"><i>Professional development is offered for staff members and Board members to increase their understanding of the Treaty of Waitangi.</i></p> <p style="text-align: center;"><i>Regular monitoring and analysis of Maori student achievement is undertaken.</i></p> <p style="text-align: center;"><i>In accordance with national priorities, there is regular analysis and use of Maori student achievement data to ensure that equitable educational outcomes are a reality for Long Bay Primary children</i></p>
<p>Reflecting Cultural Diversity and Maori Culture at Long Bay Primary School </p>	
<i>Incorporating Tikanga Maori and Instruction in Te Reo</i>	<i>Consulting the Maori Community</i>
<p style="text-align: center;"><i>Long term planning includes direct reference to the incorporation of Te Reo in all classroom programmes.</i></p> <p style="text-align: center;"><i>Bilingual signage is displayed around the school and syndicate names in Maori have significance for the year levels of the students</i></p> <p style="text-align: center;"><i>School protocol to welcome visitors to LBP appropriately incorporates aspects of Maori culture.</i></p> <p style="text-align: center;"><i>We do not currently have any request for, or suitably qualified staff to provide for, full-time instruction in Te Reo.</i></p>	<p style="text-align: center;"><i>Regular annual consultation with our Maori community is held to ensure that priorities for Maori are reflected in the school's forward planning and programming</i></p> <p style="text-align: center;"><i>Ongoing contact is maintained with the Resource Teacher of Maori and TEAM Solutions Maori advisers to help foster positive relationships with our Maori community</i></p> <p style="text-align: center;"><i>Information on Maori student achievement is available at the school at all times.</i></p>



Breakdown of Strategic Goals

** To be reviewed annually to ensure that document is 'needs-based' and accurately reflected in the school's strategic and annual planning process*

Goal One: Improve children's achievement in literacy and numeracy

2007/2008	2009	2010
<p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> Develop Long Bay writing exemplars that reflect Long Bay expectations aligned with the national exemplars and expectations. Create a portfolio of writing samples at each level. <i>2008 focus: Creative Writing</i> Investigate and document ways to sustain AtoL philosophies through our school literacy programme and provide opportunities for practical strategy sharing sessions and peer observations of good literacy teaching practices <p><u>Self Review</u></p> <ul style="list-style-type: none"> Literacy team to prepare an English curriculum review plan to ensure that a balanced literacy plan is provided. Appoint school wide literacy leader and literacy team to drive English curriculum review, track analyse and report on literacy data. Ensure literacy data is aligned with and influences school wide special needs and abilities programmes in literacy. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Provide ongoing opportunities for professional development in literacy aligned to the English curriculum review cycle. <i>2008 focus: 'creative' writing with either Gaye Byers or Gail Loane. Create a school 'cameo' folder for good quality models of writing</i> <p><u>Resourcing</u></p> <ul style="list-style-type: none"> Enhance the environment and resources of the school library to create a more welcoming and stimulating environment that encourages more children to independently use the facility and enables groups to have access to a dedicated space where the sharing of books, poems, stories can take place. Reorganise instructional readers in central resource base and purchase to fill 'gaps' (aligned to integrated curriculum contexts where possible) T4: Literacy team to prepare an action plan for next year's goals and literacy related achievement targets (including budget /resourcing/ PD) 	<p><u>Teaching and Learning</u> *</p> <p><i>2009 focus: Transactional Writing</i> *Continued focus on using AtoL</p> <p><u>Self Review</u> Review the English implementation plan and ensure that it aligns with our integrated curriculum and includes a literacy skill base needed in an integrated approach</p> <p><u>Professional Development</u> Align PD focus to needs identified from data</p> <p><u>Resourcing</u> Continue with upgrade of library</p> <p>Implementation of literacy action plan</p>	<p><u>Teaching and Learning</u></p> <p>→ <i>2010 focus: Creative Writing</i></p> <p>→</p> <p><u>Self Review</u></p> <p>→</p> <p><u>Professional Development</u></p> <p>→</p> <p><u>Resourcing</u></p> <p>→</p> <p>→</p>

<i>Numeracy</i>		
2007/2008	2009	2010
<u>Teaching and Learning</u> <ul style="list-style-type: none"> To sustain and enhance good teaching practice throughout the school, establish a demonstration/observation cycle for ongoing support of each other. All staff to participate in the cycle through in class visits and use resulting observations and feedback to set goals for future development. Investigate and document ways to sustain AtoL philosophies through our school numeracy programme and provide opportunities for practical strategy sharing sessions of successful numeracy teaching practices 	<u>Teaching and Learning</u> <p>*Continued focus on using AtoL and demonstration/observation cycle</p>	<u>Teaching and Learning</u>
<u>Self Review</u> <ul style="list-style-type: none"> Numeracy team to review and update the maths implementation plan so that it includes a statement on the role of the numeracy team, expectations of achievement at LBP Trial PAT test for broad data gathering across the strands Numeracy team to collect, track, analyse and report on numeracy and data, using the national expectation grid as a baseline for comparison. Ensure numeracy data is aligned with and influences school wide special needs and abilities programmes. 	<u>Self Review</u> : Review the maths implementation plan and align it with our integrated curriculum model where relevant <p>Introduce school wide PAT testing if appropriate</p>	<u>Self Review</u>
<u>Professional Development</u> <ul style="list-style-type: none"> Implement a professional development model that caters for teachers new to LBP and helps to sustain positive momentum from the numeracy project. Needs to include: 1 lead teacher per syndicate attending PD sessions with TEAM Solutions facilitators and attendance of new teachers to LBP at pick-up workshops offered by TEAM Solutions. Ongoing in-class support also to be provided for new teachers. Lead teachers to run a maths staff meeting each term to update staff on new resources, ideas and feedback from lead teacher days and identify needs 	<u>Professional Development</u> <p>Align PD focus to needs identified from data</p>	<u>Professional Development</u>
<u>Resourcing</u> <ul style="list-style-type: none"> T4: Numeracy team to prepare an action plan for next year's goals and numeracy related achievement targets (including budget /resourcing/ PD) 	<u>Resourcing</u>	<u>Resourcing</u>

Goal Two: Improve children’s use of information communication technology to support their learning

2007/2008	2009	2010
<p><u>Teaching and Learning.</u></p> <ul style="list-style-type: none"> The ICT team (with staff input) to develop a model of how ICT is used to support children’s learning at LBP. Include specific exemplars of children’s work, our expectations about enhancing children’s learning and an explanation about how and why it is incorporated into teaching and learning programmes at LBP Release the ICT leader (or employ external facilitator) to work with staff as a mentor to support teaching and learning in ICT on a regular basis. 	<p><u>Teaching and Learning</u></p>	<p><u>Teaching and Learning</u></p>
<p><u>Self Review</u></p> <ul style="list-style-type: none"> (End of 2006, beginning of 2007)ICT team (including BOT) to review current ICT programmes/ resources/ equipment/ security issues/PD needs and prepare a detailed strategic ICT plan for next three years Review the content and design of the website, and actively involve students in the running of the website – incorporating more interactive aspects for student and parent feedback and involvement in the teaching and learning programmes at LBP 	<p><u>Self Review</u></p> <p>Review the ICT implementation plan and align it with our integrated curriculum model (Review/survey needs for PD)</p>	<p><u>Self Review</u></p>
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> Final year on the ICT PD contract as part of the Northern Bays ICTPD contract. <i>2008 Focus: Increasing student leadership in ICT.</i> ICT team to work with contract facilitator on creating a model of how to do this. All staff to attend the cluster ICT conference at the end of Jan 2008 – key members of staff to present workshops at the conference. Teachers to make application to attend further conferences throughout 2007 (eg: U Learn). Criteria for conference attendance and in-school follow-up to be developed. Continue to up skill staff members in the use of ICT (skill-based) and ways to effectively integrate ICT into classroom programmes to enhance the quality of teaching and learning programme provided for students at LBP through staff meetings/ teacher workshops/school visits etc 	<p><u>Professional Development</u></p> <p>LBP staff members to be taking a leading role at national ICT conferences such as ULearn</p> <p>Align PD focus to needs identified</p>	<p><u>Professional Development</u></p>
<p><u>Resourcing</u></p> <ul style="list-style-type: none"> T4: ICT team to prepare an action plan for next year’s goals and link to related achievement targets (including budget /resourcing/ PD) based on strategic plan. Purchase/fund 2007 requirements identified in 2006 	<p><u>Resourcing</u></p> <p>Update as required</p>	<p><u>Resourcing</u></p>

Goal Three: Enhance children’s thinking skills and problem solving

2007/2008	2009	2010
<p><u>Teaching and Learning.</u></p> <ul style="list-style-type: none"> • Design a clear overview showing the thinking and problem-solving skills and abilities that are aligned to the National Curriculum key competencies. Include common key indicators curriculum key indicators, ways to collect and analyse data and design ‘next steps’ • Re-introduce Philosophy Children programme into LBP. Train key teachers (including principal) in the programmes • Provide opportunities for our more able and confident thinkers/problem solvers to be extended. Establish a future problem solving group – enter in local national and international events <p><u>Self Review</u></p> <ul style="list-style-type: none"> • Collect data from new NZCER assessment tool to look at gaps and in our LBP children – from this data (triangulated with teacher observations and other assessment information available) <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Provide appropriate professional development opportunities (including research findings and case studies from other schools) to further teachers understanding in this area • Provide training for teachers to run new programmes introduced <p><u>Resourcing</u></p> <ul style="list-style-type: none"> • Update and improve resources to support thinking and problem solving. Create an inventory of appropriate support resources. • Cover costs of training programmes for ‘philosophy for children’ and ‘future problem solving’ programmes • SLT team to prepare an action plan for next year’s goals (including budget /resourcing/ PD) based on strategic plan. Purchase/fund 2007 requirements identified in 2006 	<p><u>Teaching and Learning</u></p> <p><i>Ongoing implementation of programme</i></p> <hr/> <p><u>Self Review</u></p> <p><i>Ongoing review and refinement of programmes based on data analysis</i></p> <hr/> <p><u>Professional Development</u></p> <hr/> <p><u>Resourcing</u></p> <p>Review overview to ensure direct alignment to our integrated curriculum model</p>	<p><u>Teaching and Learning</u></p> <hr/> <p><u>Self Review</u></p> <hr/> <p><u>Professional Development</u></p> <hr/> <p><u>Resourcing</u></p> <hr/>

Goal Four: Provide effective support for children with learning needs and abilities

2007/2008	2009	2010
<p><u>Teaching and Learning.</u></p> <ul style="list-style-type: none"> • Complete a rationale and selection process (with monitoring and recording procedures) for each of the special needs and abilities programmes, which are based on sound principles, current research and alignment to our strategic goals. Communicate expectations etc to community. • Provide high quality differentiated classroom programmes with clear provision for CWSN and CWSA • Utilise staff member’s knowledge and advisory support to share strategies and programmes that effectively cater for CWSN and CWSA in the classroom <p><u>Self Review</u></p> <ul style="list-style-type: none"> • SENCO (1)to ensure there is a co-ordinated school wide moderation process for data collection at LBP to ensure validity of data being collected school wide (2)to ensure there is ongoing monitoring of programmes ensuring that needs are being met <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Implement a co ordinated Teacher Aide training programme – particularly in area of ESOL support • Visit other schools to explore programmes offered/practices used • Provide PD as needed for teachers on how to cater for CWSN and CWSA in classroom programmes <p><u>Resourcing</u></p> <ul style="list-style-type: none"> • Fund a greater release component into SENCO’s position to enable effective leadership/co-ordination of CWSN and CWSA • Increase teacher aide support for general classroom assistance to assist with individualised and small group support opportunities • Involve community help in programmes including parents/grandparents/college students • Aim to provide small class sizes (high priority given to junior classes) to allow for optimal teaching conditions in all classes 	<p><u>Teaching and Learning</u></p> <p><i>Ongoing</i> →</p> <p><u>Self Review</u></p> <p><i>Ongoing</i> →</p> <p><u>Professional Development</u></p> <p><i>Ongoing provision of targeted PD</i> →</p> <p><u>Resourcing</u></p> <p><i>Ongoing</i> →</p>	<p><u>Teaching and Learning</u></p> <p><u>Self Review</u></p> <p><u>Professional Development</u></p> <p><u>Resourcing</u></p>

Goal Six: Improve student achievement reporting processes

2007/2008	2009	2010
<p><u>Teaching and Learning.</u></p> <ul style="list-style-type: none"> • Establish a ‘settling in’ report to replace ‘Meet the Teacher’ • Instigate/Trial end of term One and beginning of term three parent interviews • Reinforce with parents appropriate communication methods between home and school – encourage parents to use email and the website more often to keep abreast of their child/ren’s learning • Run curriculum evenings or open days in targeted areas on a regular basis • Provide regular written communication to parents on programme design and expectations of achievement in curriculum areas <p><u>Self Review</u></p> <ul style="list-style-type: none"> • Review formal reporting procedures – survey parents to ascertain how useful the reports are and what ways they could be improved • Review the current cycle for communicating with and reporting student achievement to parents. • Introduce Cross curricular assessment and reporting using NEMP ‘snapshots’ to aid us in our children’s learning and our teacher practices in all areas of the curriculum <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Trial 3 way conferencing – involving child, teacher and parent in shared goal setting. Investigate pros and cons of process and source information from other schools using this process <p><u>Resourcing</u></p> <ul style="list-style-type: none"> • EdTech report designer costs to re-formulate reports and produce ‘settling in’ report 	<p><u>Teaching and Learning</u></p> <p><i>Ongoing</i></p> <hr/> <p><u>Self Review</u></p> <p><i>Seek ongoing feedback from parents on communication issues regarding student achievement</i></p> <hr/> <p><u>Professional Development</u></p> <hr/> <p><u>Resourcing</u></p> <p><i>Refine reporting formats as needed</i></p> <hr/>	<p><u>Teaching and Learning</u></p> <hr/> <p><u>Self Review</u></p> <hr/> <p><u>Professional Development</u></p> <hr/> <p><u>Resourcing</u></p> <hr/>