

Island Bay School Charter – 2021





Our Mission

To nurture holistic learners in a broad, inquiring curriculum that fosters a love of learning and cultivates creative minds.

Our Vision

Explore – Extend – Empower

Our Approach -Values

- W Whanaungatanga:** We are connected to each other and to our communities—knowing is a collaborative process.
- E Empowered:** We are engaged in and motivated by deep learning, using pedagogical approaches that enable students to take change of their own learning (agency).
- C Curious and creative thinkers:** Our learners are curious and creative thinkers; they connect ideas together.
- A Active citizens:** Learners are challenged to engage with and respond meaningfully to local and global issues.
- R Resilience:** We are resilient and have the ability to recover from or adjust to change.
- E Empathy:** We have empathy: the capacity and ability to understand and share the feelings of others.
Also setting aside assumptions about the world in order to gain insight into users and their needs.

Children enjoy a learner-centred approach to the curriculum. This learner-centred approach reflects the spirit and intent of the New Zealand Curriculum. It has a wide variety of educational programmes, learning experiences, instructional approaches, and academic support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students and groups of students.

Core Principles

1. We develop learning in highly **personalised ways**—learning processes enable children to participate in their own learning, make meaning and follow unique pathways. Students develop their own sense of new concepts. Children are empowered to achieve set tasks, goals and challenges. (E)
2. We create environments where **deep learning** is supported—we challenge children’s understanding and employ a problem solving stance to the curriculum. Students build, develop and apply their understanding of ideas. Metacognitive processes are explicitly taught.(CC)
3. We develop **curious and creative thinkers** by enabling students to turn new and imaginative ideas into a reality. Students explore, think critically, have fun and develop real life understandings. (CC)
4. All students, whānau and staff have a **responsibility** to contribute to and foster the connections between us. The quality of our **relationships matter**—respectful, open and engaging relationships with children are key to successful learning. The quality of our relationships informs the state of our connections and therefore our collective wellbeing. (W) (AC)
5. We value **diversity**— children learn differently so we empower students to take ownership of, and participate actively in, their own learning. (E)
6. We promote **empathy** as a strength, an asset towards surviving and thriving in any environment. Through empathy we promote **resilience**. (E & R)

Our Culture | Educational Environment

We Talk about:

- Relationships with others
- Other people’s perspectives
- Things that interest us...ideas worth pursuing
- Our problems, questions, ideas and potential about the world
- Our thinking: Curious, Critical, Creative

We celebrate:

- Working together
- Diversity
- Questioning
- Creativity
- Curiosity
- Empathy
- Resilience
- Taking action in meaningful way



Above all, we are committed to holding respect for others and taking responsibility for the work of the school: tinorangatiratanga. As educators we seek to collaborate and show support for the goals outlined in our school charter: tautako. We aim to be kind and care about the welfare of others: manaakitanga. And we build trust and partnership between parents, students, and staff: whakawhirinakitanga.

As trained professionals, our teaching staff hold unique skills and abilities. But our vision for learning goes beyond teachers alone having an impact on our students. We invite parents to support student growth and development and students to lead and contribute to the work of their school. As a learning community, we expect to learn in partnership, from and with each other: ako.

By recognising our differences and forging connections, we exercise shared responsibility for the vision of the school.

Biculturalism (demonstrated through the implementation of our values)

We respect the unique position of Māori as tangata whenua (the indigenous people) of New Zealand and te reo Māori as an official New Zealand language, in accordance with our commitment to the Te Tiriti o Waitangi:

We currently foster Māori tikanga and te reo through:

- employing a specialist te reo Māori teacher to teach te reo Māori to teachers and students
- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning - Direct from NELP 2020
- offering programmes and instruction in tikanga Māori
- convening regular whānau meetings
- integrating Māori through all curriculum areas, using resources in the curriculum (especially inquiry, reading, maths, science, social studies, art, music, dance, and PE) that recognise New Zealand's bicultural heritage
- visits to marae and cultural centres, and fostering relationships with local iwi
- kapa haka, with opportunities to learn and show leadership through karanga, whaikorero, and taiaha
- pōwhiri for newcomers
- singing waiata in assembly and classroom music time
- signage around the school
- supporting all staff to embed Māori tikanga and te ao Māori within every aspect of the school and wider community
- reducing barriers to education for all, including Pacific learners

Cultural Diversity

New Zealand is a linguistically and culturally diverse nation and students need to acquire knowledge, skills, and attitudes that equip them for life in a multicultural world. Teaching for cultural diversity at Island Bay School involves helping students understand and respect diverse viewpoints, values, customs, and languages. We celebrate New Zealand's growing cultural diversity and ensure that all students feel culturally safe and valued. Our cultural diversity is a valuable resource for 21st-century learning. We value a variety of cultures, for example, by:

- integrating cultural perspectives through curriculum areas across all levels
- accessing cultural advisors
- incorporating cross-cultural learning through inquiry learning



Strategic Plan 2020-2022

Our Mission	Creating holistic learners in a broad, inquiring curriculum that fosters a love of learning and cultivates creative minds.		
Our Vision	Explore – Extend – Empower		
Our Values	WE CARE Whanaungatanga, Empowered, 4C's-Creativity, Curiosity, Critical, Collaboration, Active Citizenship, Resilience, Empathy		
Our Goals	Strategic Goal 1 Our Tamariki (Children) Giving the voice to the potential of every child <i>"One size does not fit all", and all learners are unique</i> Our children will be given the tools with which to cultivate their own gardens of knowledge, allowing them to feel capable and successful. In a curriculum that involves the interests of themselves and makes learning relevant to life	Strategic Goal 2 Our Kaiako (Staff) Energised and expert teachers and staff <i>state of being empowered</i> Our staff have three loves: love of learning, love of learners, and the love of bringing the first two loves together to allow each child to blossom and grow.	Strategic Goal 3 Our Whanaungatanga (Community) Full engagement of our community <i>relationship, kinship, sense of family connection</i> E tu kahikatea, hei wakapae uroroa Awhi mai, awhi atu, tātou, tātou e (Kahikatea stand together; their roots intertwine, strengthening each) so together we are stronger than apart and diversity makes us stronger
	1.1 Seed and grow a 3 year rolling wellness and holistic framework for our school <i>(including Physical, Mental, Social wellbeing)</i> 1.2 Hack our physical environment to support children's full participation in their learning 1.3 Design and implement a framework that means children are actively participating and designing their learning	2.1 Seed and grow a wellbeing programme for teachers and staff 2.2 Cultivate a culture of possibility and potential that aligns staff values and beliefs to the school vision 2.3 Nurture a practice of sharing our development and professional growth as educators	3.1 Engaged and supportive community: relationship, accessible, partnership with whānau. With: <ol style="list-style-type: none"> 1. Commitment to inclusion 2. Supportive reciprocal relationships 3. A partnership with whānau 4. Community networks



Strategic Goal 1: Giving the voice to the potential of every child:

Initiatives	Focus	Input	Action	Output	Outcomes	Measures	Delegation	Accountable	Forecast Completion Date
1.1 Seed and grow a 3 year rolling wellness and holistic framework for our school (including Physical, Mental, Social wellbeing)	PB4L	PB4L training	- Review Behaviour Plan - All staff fill out the PB4L Readiness Survey - Establish a Lead PB4L Team	New Behaviour Model	All educators using new approaches (PB4L)	1. Less children needing to go through the restorative behaviour process (behaviour reflection)	Deanne + Caitlin/ Deborah 70/30	Deborah	Term 3
		Tier 1 Training	- Lead team develops and uses an action and communication plan	Staff have a clear understanding of the programme, what's expected of them and the steps involved in implementing PB4L	There is a noticeable improvement in behaviour, wellbeing and conflict resolution in the playground	2. Less children in the medical room 3. Pulse point surveys with children + staff + community	Deanne + Caitlin/ Deborah 70/30	Deborah	Term 3
	Social and Emotional Learning + PB4L	DPs - time to visit schools using PB4L who have a successful behaviour model and approach to social emotional learning	Review behaviour plan and support the launch of PB4L	New behaviour model	Kaiako and ākonga know a tiered behaviour system which is tied into Emotional Regulation.	4. Wellbeing for School Survey shows positive wellbeing and strategies	DPs + Deanne/ Deborah 90/10	Deborah	Term 1
1.3 Design of Learning	Personal Inquiry	Staff meetings and 10 minute stand-ups dedicated to Personal Inquiry (focus on process, resourcing and techniques for facilitating Spark Projects)	Year 3+ complete 1 - 2 Spark projects a year.	Develop effective ways of facilitating Spark Projects	Streamlined processes and shared language that all tamariki, kaiako and whānau understand	Spark Project sharing days with whānau, community survey	Jacqui + Mel/ Deborah 70/30	Deborah	Term 4
	Processes for Learning	Two days release time	To develop finalised set of developmentally appropriate processes and frameworks for children to use	Published set of processes for use in learning environments	Children are empowered to use specific learning processes that enable them to be autonomous/agentive in their learning.	Children will be able to use these processes in order to support their learning, Spark projects will have more depth	Jacqui + Mel/ Deborah 70/30	Deborah	Term 1
	ECE - child-led curriculum, dispositions, local curriculum	Release time for Year 1-2 kaiako to visit ECEs Junior Schools that are competent in teaching through the dispositions	Develop a shared understanding around different ways to teach the dispositions in a junior setting	Teachers	Tamariki + kaiako	Children will be able to articulate 3+ dispositions and how they are developing these in a class setting	Nathan + Caitlin/ Deborah 70/30	Deborah	Term 2
		Release time given to junior school kaiako to visit ECEs that are competent in creating learning stories and narrative assessment	Review 'learning snapshots' through a junior lens	Refreshed narrative assessment that meets the needs of our tamariki	Children and whānau have a clearer understanding of where their tamariki are at in their development.	Pulse points with whānau reviewing narrative assessment	Nathan + Caitlin/ Deborah 70/30	Deborah	Term 2



Strategic Goal 2: Energised and expert teachers and staff:

Initiatives	Focus	Input	Action	Output	Outcomes	Measures	Delegation	Accountable	Forecast Completion Date
2.1 Seed and grow a wellbeing programme for teachers and staff	Paused 2021					Frequent check-ins with staff, SLT respond appropriately			
2.2 Cultivate a culture of possibility and potential that aligns staff values and beliefs to the school vision	Strategic Teams	Kaiako are given time to meet with strat groups, fortnightly.	Fortnightly meetings with strategic groups	Teachers spirals of inquiry are linked to the strategic goal they are working on	Teachers are using the coaching model	Joint understanding and movement of our strategic goals school wide 70/30	Ako lead + DPs/ Deborah	Deborah	Term 4
	PLD	Kaiako engages in PLD directly aligned to their self-identified strategic goal focus.	Kaiako uses the Spiral of Inquiry model to explore best practise in their chosen area.	Review processes and pedagogy connected to strategic initiative and PLD focus.	Kaiako develops skills in relation to strategic initiative.	All staff can talk through the impact that their professional growth cycle has had and its impact on their practice. 60/40	Ako lead + DPs/ Deborah	Deborah	Term 4
	Coaching	Ako Leaders coach members of their teams during fortnightly strat meetings	Ako leaders and teachers use coaching frameworks to push strategic goals forward	Review processes and pedagogy connected to strategic initiative and PLD focus.	Kaiako develops skills in relation to strategic initiative.		Ako lead + DPs/ Deborah 50/50	DPs	Term 3
2.3 Nurture a practice of sharing our development and professional growth as educators	PLD Writing and Drama for learning	60 hours Centrally Funded PLD with Viv Aitkin	Develop “Mantle of the Expert” Inquiries and process drama toolkits.	Teachers will have a range of drama tools to use as a vehicle to explore deep understandings and different concepts.	Educators successfully use a narrative framework as an umbrella for inquiry, enabling ākonga and kaiako to take part in rich shared inquiries.	Narrative assessment (learning snapshots) show a shift in thinking Student voice (via survey) captures the authenticity and level of engagement of the narrative inquiry. 70/30	Caitlin + Lizzie/ Deborah	Deborah	Term 2
		60 hours Centrally Funded PLD with Murray Gadd	Develop a schoolwide toolkit to support the effective teaching of writing.	Coherent, school-wide approach to the effective teaching of writing is demonstrated by all kaiako.	Educators deliver inclusive and responsive teaching and learning programmes that adapt to ākonga needs	92% of children will achieve at their level of the curriculum or higher. 70/30	Caitlin + Lizzie/ Deborah	Deborah	Term 2
	Sharing Learning	Teachers time to share learning particularly around PD and Strategic teams	10 minute stand up sessions sharing learning	All staff are across the work of the different strategic teams		Teachers will be able to relay different 100	Deborah	Deborah	Term 4
	PLD	Review our school PD plan	Explore the ability for staff to pitching for Professional Development	Design 3 year school wide professional development plan and an annual personal development framework	Teachers feel comfortable and confident with PD plans without feeling overloaded.	Pulse Point teacher survey 100	Deborah	Deborah	Term 1



Strategic Goal 3: Full engagement of our community:

Initiatives	Focus	Input	Action	Output	Outcomes	Measures:	Delegation	Accountable	Forecast Completion Date
3.1 Engaged and supportive community: relationship, accessible, partnership with whānau. With: <ol style="list-style-type: none"> 1. Commitment to inclusion 2. Supportive reciprocal relationships 3. A partnership with whānau 4. Community networks 	<u>Poutama-Pounamu</u>	Professional Development with Poutama Ponamu-Working with whānau and teachers in relational, responsive and dialogic ways aimed at improving the potential of Māori learners	Review relational responsive practises with Poutama Ponamu	Teacher only day and 5 hours of release for development	Te Tiriti is honoured and there are Māori-Crown partnerships that make a difference to learning.	Parents in annual survey talk to home school partnerships	Maria + Abbie/ Deborah	Deborah	Term 3 2021
	PLD Murray, Viv, Mark	\$4000 to support meeting-kai and suitable facilities for meetings. Professional development with community- Murray Gadd/ Mark Osborne.	Parent information evenings connected to local curriculum - NE booklet, Meet teacher, SLC, School picnic, quiz nights, fish and chips, reporting information evenings, core curriculum	Whānau are accepted, respected, valued, feel they belong, and have voice and influence as partners in their tamariki's education	Understanding our local curriculum. All areas of the curriculum seen as important and valued.	Parents in annual surveys talk to events they have partnered in across the curriculum in 2021.	Caitlin + Jacqui/ Deborah	Deborah	Term 4 2021
	Partnerships - Māori and Pacific peoples	Time given to meetings at least once a term	Investigate partnership opportunities for Māori and Pacific Peoples - Whānau group, Pacific Peoples', Te Reo classes	Regular Whānau and Pacific Peoples hui	Pacific families feel a sense of partnership with school. Whānau feel like they have aspirations included to the design of learning.	Record termly numbers attending whānau and Pacific Peoples' meetings	Maria + Abbie/ Deborah	Deborah	Term 4 2021
	Pacific peoples connection and engagement	Talanoa Professional Development	Devise a Pacific Peoples' engagement strategy identifying how to work with whānau and Pacific families to identify and understand barriers that may prevent learners	Extend the number of Pacific families attending meetings and contributing to learning.	Pacific families feel a sense of partnership with school	Pulse point measure termly. Rating engagement in Pacific Peoples' partnership meetings .	Maria + Abbie/ Deborah	Deborah	Term 3 2021



As research indicates, bullying behaviour is an issue in New Zealand schools, and schools can influence this behaviour. It is suggested we need more focus on fostering young people's wellbeing at school and on approaches that assist young people to develop the skills and competencies they need to manage their wellbeing. Multifaceted Whole School Approaches are the most effective way for schools to promote a range of facets of health and wellbeing including addressing bullying behaviour (Langford et al., 2015; Ttofi & Farrington, 2011). One reason Whole School Approaches are effective is because they include multiple components that address different layers of the system that surrounds students. The Wellbeing@School toolkit2 provides survey tools and processes that can be used by New Zealand schools to collect and review data. The surveys explore the extent to which students perceive that different aspects of school life create a safe and caring social climate that deters bullying.

<p>A Whole School Approach aims to look at the following research questions:</p> <ul style="list-style-type: none"> - Are there school practices associated with higher levels of student wellbeing or lower levels of student aggressive behaviours? - Are student characteristics more likely to be associated with high or low wellbeing or student aggressive behaviours than others? 	<p>Start Date:</p> <p>05/02/21</p>
<p>Target Area: Well Being of Students</p>	<p>Years 1-6 Budget: \$5000</p>
<p>Strategy:</p> <p>The strategy focuses on investment in developing staff capability to increase the wellbeing of students at Island Bay School.</p> <p>Four significant programmes of work have been agreed on:</p> <ul style="list-style-type: none"> - provision of time and resources provided by Positive Behaviour for Learning (PB4L)- a Ministry Funded Initiative - culturally connected work with Poutama Pounamu - goals will be set with students connected to prosocial behaviour (social wellbeing) - regular monitoring and review both at school and Board level on engagement, pulse points & annual targets. 	<p>Background Data (from NZCER 2018 Report: Making a Difference to Student Wellbeing—a data exploration):</p> <p>Student wellbeing</p> <ul style="list-style-type: none"> - Wellbeing varies substantially, with between-school variation making up a smaller proportion than within-school variation of the total variation. - Boys' wellbeing was no different to girls' wellbeing. - On average, older students had lower wellbeing levels than younger students. - On average, Pasifika students had higher wellbeing levels than NZ European, Asian, and Other students. On average, Māori students had the lowest levels of wellbeing. - On average, the wellbeing levels of students at decile 4–7 schools was lower than the wellbeing levels of students at other schools. - On average, students at schools where teachers actively taught for wellbeing had higher wellbeing levels than students at other schools. - On average, students at schools with a broad range of school-wide policies and practices in place to promote wellbeing had higher wellbeing levels than students at other schools. - The extent to which teachers at a school actively taught for wellbeing was a better predictor of student wellbeing than the extent to which the school had school-wide policies and practices in place to promote wellbeing. <p>Student aggressive behaviours:</p> <ul style="list-style-type: none"> - student aggressive behaviour varies substantially, with between-school variation making up a smaller proportion than within-school variation of the total variation. - Boys were more likely to report experiencing aggressive behaviours than girls. - Older students were less likely to report experiencing aggressive behaviours than younger students. - Asian students were more likely to report experiencing aggressive behaviours than Pasifika, Māori, NZ European, and Other students. These groups reported similar levels of aggressive behaviours. - Overall, students at decile 8–10 schools were less likely to report experiencing aggressive behaviours than students at other schools. - Overall, students at schools with a broad range of school-wide policies and practices in place to promote wellbeing were less likely to report experiencing aggressive behaviours than students at other schools. - Students at schools actively teaching for wellbeing were no more or less likely to report experiencing aggressive behaviours than students at other schools.
<p>1.1. Wellbeing Targets Goals – 2021</p> <ol style="list-style-type: none"> 1. Raise the school's teaching and learning practices to improve student wellbeing. <ol style="list-style-type: none"> a. We aim to ensure at least 85% of all students respond as 'agree' or 'strongly agree' to questions regarding their wellbeing. 2. Increase student prosocial behaviour to support themselves and others. <ol style="list-style-type: none"> a. We aim to ensure at least 85% of all students respond as 'agree' or 'strongly agree' to questions regarding student prosocial culture. 	<p>Action Plan:</p> <p>2021 Strategies:</p> <ol style="list-style-type: none"> 1. Engage in PB4L framework and personalise it to Island Bay School 2. Personal engagement by teacher with students/whānau wellbeing 3. Targeting students in year 4, 5, 6 with prosocial behaviour via behaviour reflection sessions 4. Discussions held in teams around monitoring and effective practice of prosocial behaviour in PB4L team. 5. Half-yearly milestone report and end of year summary report made to BOT <p>How do we know that we have got there?</p> <p>Measures:</p> <ol style="list-style-type: none"> 1. Less children needing to go through the restorative behaviour process (behaviour reflection); 2. Less children in the medical room; 3. Pulse point surveys with children + staff + community; 4. Wellbeing@Schools Survey shows positive wellbeing and strategies; 5. Case studies of Year 1 and Year 5 students will show a shift.



Baseline Data from Island Bay School's 2019 Data (Wellbeing@School Survey) in area of greatest strength and most challenge:

Teaching and Learning Questions	Strongly disagree	Disagree	Agree	Strongly agree	No response
Teachers think all students can do well.	2	6	31	45	3
Teachers treat students fairly.	6	15	37	26	3
Teachers often notice when students help each other.	10	14	39	20	3
Teachers always behave how they would like us to behave.	9	16	39	20	3
Teachers make learning interesting	5	13	43	23	3
Teachers always take action if someone is being hit or bullied.	2	8	29	45	3
Teachers care about how I feel.	1	9	46	28	3
Teachers always treat each other with respect	2	3	32	47	3
At school, I am taught to think about other children's feelings.	2	9	37	36	3
At school, I am taught that it's OK to be different from other children.	1	9	43	31	3
At school, I am taught what behaviours are OK and not OK.	1	4	31	47	3
At school, I am taught how to manage my feelings (like if I get angry).	4	19	38	23	3
At school, I am taught what to say or do if other children are being mean or bullying me.	5	7	36	36	3

Prosocial student culture and strategies	Strongly disagree	Disagree	Agree	Strongly agree	No response
Students treat each other with respect.	3	24	33	12	4
Students treat teachers with respect.	3	12	51	17	4
Students always stand up for other	6	27	37	13	4
Students include other children who are being left out.	7	22	43	11	4
Students look after other children who are new at school.	1	3	43	36	4
Students are good at listening to each others' ideas and views.	5	17	48	13	4
I can say how I am feeling when I need to.	11	10	33	28	5
If I have a problem with another child, I feel I can ask other students for help (e.g., buddies).	7	13	33	29	5
I can stand up for myself in a calm way.	5	11	38	28	5
If I have a problem with another child, I feel I can ask teachers for help.	2	10	36	34	5
If other children are mean to me, I know how to ignore them or walk away.	7	5	27	43	55