STANLEY BAY SCHOOL

School Charter

2017 – 2019

Those who do their best do well
Ko era e mau te wehi ka hari te ora

Vision Statement

Our vision is to optimise student achievement.

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Mission Statement

Stanley Bay aims to provide a safe and supportive environment that promotes achievement and prepares children with the skills, knowledge and attitudes to excel now and in the future.

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Our Beliefs

We believe that learners at SBS are:

Confident (Kaikorero)
Positive in their own identity and are reflective, resilient learners who are motivated to excel. They are confident in their abilities, which enable them to take risks and be innovators.

Creative and Critical Thinkers (Auahatanga)
Critical and creative thinkers who make informed decisions. They are active seekers, users and creators of knowledge.

Connected (Nga hononga)
Effective communicators who are able to relate well to others. They are digitally literate and can effectively use a range of communication tools to participate in a wide range of life experiences, which connect them to their community, to their environment and to the world.

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Our Values

We value learners who demonstrate:

Respect

Integrity

Curiosity

Guide to our Charter

Part One: Who We Are (Ko wai matou)

This section provides background information about the school, what we believe and what we value.

Part Two: Plan on a Page (Ta matou whakamahere)

This plan is a summary of how our annual objectives meet the National Educational Guidelines.

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Part Three: What's Happening Now? (Nga kaupapa o te wa)

This section explains what is happening in 2018 and the strategic objectives we have set.

Targets have been developed to ensure we identify priority students. The actions show how we will support them to accelerate achievement.

'Whaiwhia te kete matauranga hei orange mo tatou'
Fill the baskets of knowledge for the sake of our wellbeing

Part One: Who We Are (ko wai matou)

Background information about the school

Stanley Bay is a high performing co-educational school situated in Devonport on Auckland's North Shore. The school was built in 1909 and consisted of six classrooms, a further eight classrooms have been added over time and the facilities modernised to provide a future focused learning environment.

The school population reflects the local community, with many students being the third generation to attend the school. The ethnic make up is as follows;

Maori	2% (4/247)	Other European	12% (29/247)
Pasifika	0.4% (1/247)	Asian	2% (5/247)
NZ Pakeha	78% (192/247)	Australian	4% (11/247)

What we stand for:

- Cultural Diversity
- Collaboration (COL)
- Connections

Cultural Diversity

We want all students to experience success regardless of their gender, ethnicity, skills or abilities. We recognise New Zealand's bicultural heritage, and value the unique position of Maori in New Zealand society.

Our programmes are delivered to ensure that Maori students achieve success as Maori. The school acknowledges the unique position of Maori through the provision of Te Reo and Tikanga Maori and employs a fluent speaker of Maori to provide whole school instruction in Te Reo and kapa haka. School occasions observe tikanga and the kaupapa of the school and community.

Improved outcomes for Maori will come about through integrating elements of student identity, language and culture into the curriculum and school culture. The school ensures that all perspectives are in accordance with the views of iwi kainga and tangata whenua and recognise that Te Reo and tikanga are taonga.

Partnerships with parents, whanau, hapu, iwi and the community will retain high expectations and support Maori to achieve success as Maori. District hui have established a community perspective to support Maori; Stanley Bay School recognises that Tapuika (Te Arawa), Tauranga Moana/Maataatua iwi
Have an interest, participate and contribute to the education of our children.

Collaboration

The Devonport Community of Learning – Kahui Ako is an government initiative that commenced in 2016. Nine schools from primary to high school joined together with the purpose of collaboratively raising achievement for students in our local area and sharing expertise in teaching practice. Kahui Ako is a strong community and has worked closely for many years and is now in a unique position to extend existing relationships to collaboratively and collectively grow a culture of inquiry, which will result in;

- Collaborative inquiry and knowledge building.
- Leadership and teaching pedagogies that are effective for engaging and accelerating the learning of all students with a focus on Maori, Pasifika and males.
- Community goals that shape school priorities.
- Effective system wide collaboration.
- Effective transition between schools.

Further information can be found on the [Kahui Ako website](#).

Connections

In a globally connected world, we need to prepare our learners to not only take advantage of all that this offers but encourage them to question, investigate and act as global citizens. We support and encourage our learners to become locally and globally connected and see it as an important part of their educational future. Through a powerful emphasis on inquiry learning students have the opportunity to explore themes of global significance and develop their own world view.

What we value:

- Learner Agency
- Teacher Agency
- Community Agency

Learner Agency

Students take an active role in the educational direction of the school. Stanley Bay provides opportunities to build leadership capacity, challenge them in their learning and encourage students to take responsibility to lead their own learning. This is student agency.

Teacher Agency

Teachers have high expectations of the students and themselves; they foster a love of learning and are committed to personal growth.

They are encouraged to take responsible risks and innovate in their practice. Collaboration brings diverse thinkers together to engage in critical and often

challenging conversations, which shifts thinking and inspires growth. This is teacher agency.

Community Agency
Developing partnerships with parents, whanau and community that focus on learning. This goes beyond simple relationships between teachers, leaders and family to a position of shared professional accountability in a spirit of reciprocity.

At Stanley Bay we want parents to be actively involved in their child's learning and believe that by working in partnership we will achieve the best possible outcomes for their child.

Part Two

Our 'Plan on a Page'
(Ta matou whakamahere)

Part Two: Our 'Plan on a Page' (2017 – 2019)

	Nag 1 *Teaching and Learning*	Nag 2 *Self Review and Reporting*	Nag 3 *Personnel*	Nag 4 *Finance and Property*	Nag 5 *Health and Safety*	Nag 6 *Administration and Legislation*
1.1. READING Students and teachers will collaboratively inquire into strategies to accelerate achievement in reading	✓	✓	✓	✓		✓
1.2 WRITING Students and teachers will collaboratively inquire into strategies to accelerate achievement in writing	✓	✓	✓	✓		✓
1.3 MATHS Students and teachers will collaboratively inquire into strategies to accelerate achievement in maths	✓	✓	✓	✓		✓
2.1 INQUIRE Teachers will have the skills and knowledge to use the spiral of inquiry to effect change		✓	✓			
2.2 GROW Growth coaching is used to continuously improve teacher practice		✓	✓	✓	✓	
2.3 INNOVATE Innovation and responsible risk taking is used to create new ways of teaching and learning	✓		✓	✓	✓	✓
3.1 CREATE A school wide curriculum that incorporates digital literacies and competencies	✓	✓	✓	✓	✓	✓
3.2 DESIGN A student led curriculum that enables learners to develop the skills, knowledge and dispositions to excel at learning now and in the future.	✓	✓	✓		✓	
3.3 EMPOWER Learning environments empower future focused learning			✓	✓	✓	✓

Part Three

What's Happening Now?
(Nga kaupapa o te wa)

Our Annual Plan

Part Three: Our Annual Plan

Our school must meet new expectations for what students need to learn ➡ To meet these expectations we need to continually generate new learning models that work better and differently than those of today.

	Goal 1 – Accelerated Achievement	Goal 2 – Powerful Pedagogy	Goal 3 – Purposeful Curriculum
Long Term We want….	Accelerated achievement for all akonga with a specific focus on those 'at risk' of underperforming	A powerful pedagogical approach that personalizes learning and accelerates student outcomes.	A future focused curriculum gives students the skills, knowledge and dispositions for learning now and in the future.
Strategic Objective We will see…	Students leading their own personalized learning programmes. They are active learning partners who understand their needs and work collaboratively with the teacher and parents to achieve their potential.	Teachers using the Spiral of Inquiry as a reflective tool to continuously improve practice.	Engaged, motivated students who participate in learning that is relevant and purposeful.
Initiatives We will develop….	**Reading:** Students and teachers will collaboratively inquire into strategies to accelerate achievement in reading **Writing:** Students and teachers will collaboratively inquire into strategies to accelerate achievement in writing **Maths:** Students and teachers will collaboratively inquire into strategies to accelerate achievement in maths	**Inquire:** Teachers will have the skills and knowledge to use the spiral of inquiry to effect change. **Grow:** GROWTH coaching will be used to continuously improve teacher practice. **Innovate:** Innovation and responsible risk taking lead to the creation of new ways of teaching and learning.	**Create:** A curriculum that incorporates digital literacies and competencies. **Design:** Students and teachers will work collaboratively to design a curriculum, which will enable students to excel at learning now and in the future. **Empower:** Learning environments that empower future focused learning.
Expected Outcomes… So that…	Achievement of all students is accelerated.	There is a collaborative approach to teaching which ensures every teacher is continuously seeking improvement and student outcomes are accelerated.	Learning is driven by a future focused curriculum that has strong foundations in literacy and numeracy.

Goal 1: Accelerated Achievement

We want …. Accelerated achievement for all students with a specific focus on those 'at risk' of underperforming

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Strategic Objective

We will see… students leading their own personalised learning programmes

ANNUAL OBJECTIVE	BASELINE DATA	2018 TARGET AND MEASUREMENT	2018 ACTION	LED BY
1.1 READING				
Students and teachers will collaboratively inquire into strategies to accelerate achievement in reading	All students: 49% (110/243) at NS, 47% (104/243) above NS Priority Students: • Maori: 33% (3/3) at NS, 66% (2/3) above NS • Pasifika: 100% (1/1) at NS Target Students: • 56% (64/114) male students at NS • 41% (47/114) male students above NS _Measured by:_ National Standards data / NZC Data	All students: • 60% (146/243) above NS Priority Students: • Maori: 100% ▮ above NS • Pasifika: 100% ▮ above NS Target Students: • 50% (57) male students above NS _Measured by:_ National Standards data / NZC Data	Leaders will • Review assessment and moderation practices in reading • Provide regular PLG and coaching opportunities for teachers to reflect and collaborate • Inquire into the expertise that the community could offer to support learning • Provide workshops for parents to encourage active learning partnerships Teachers will • Use the spiral of inquiry to develop into culturally responsive strategies and practices • Inquire into assessment metrics specific to priority and target student • Regularly review school wide achievement data • Use AFOL practices to enable students to talk about their reading achievements, challenges and next steps • Participate in COL Literacy PLD • Investigate the use of digital platforms to enhance literacy learning • Observe other teachers within and beyond SBS (COL and buddy schools) Students will • Use AFOL practices to lead their own learning • Participate in mentoring between classes and COL schools	
1.2 WRITING				
Students and teachers will collaboratively inquire into strategies to accelerate achievement in writing	All students: • 74% (164/222) at NS • 23% (50/222) above NS Priority Students: • Maori: 33% (1/3) below NS , 66% (2/3) at NS, • Pasifika: 100% (1/1) below NS Target Students: • 83% (95/114) male students at NS • 12% (14/114) male students above NS _Measured by:_	All students: • 35% (78/222) above NS Priority Students: • Maori: 33% (▮ at NS , 66% ▮ above NS • Pasifika: 100% (1/1) at NS Target Students: • 22% (25/114) above NS _Measured by:_ National Standards data / NZC Data	Leaders will • Review assessment and moderation practices in writing • Provide regular PLG and coaching opportunities for teachers to reflect and collaborate • Inquire into the expertise that the community could offer to support learning • Provide workshops for parents to encourage active learning partnerships Teachers will • Use the spiral of inquiry to inquire into culturally responsive strategies and practices • Inquire into assessment metrics specific to priority and target student • Use AFOL practices to enable students to talk about their writing achievements, challenges and next steps • Participate in COL Literacy PLD • Investigate the use of digital platforms to enhance literacy learning • Students will • Use AFOL practices to lead their own learning	

	• National Standards data / NZC Data		• Participate in mentoring between classes and COL schools	
1.3 MATHS				
Students and teachers will collaboratively inquire into strategies to accelerate achievement in maths	All students: • 62% (136/221) at NS, 33% (72/221) above NS Priority Students: • Maori: 38% (3/8) at NS, 33% (4/8) above NS • Pasifika: 100% (3/3) at NS Target Students: • 68% (73/108) female students at NS • 26% (28/108) female students above NS *Measured by:* National Standards data / NZC Data	All students: • 45% (99/221) above NS Priority Students: • Maori: 100% ▇ above NS • Pasifika: 100% ▇ above NS Target Students: • 35% (38) female students above NS *Measured by:* National Standards data / NZC Data	Leaders will • Review assessment and moderation practices • Provide regular PLG and coaching opportunities for teachers to reflect and collaborate • Provide workshops and/or open days for parents to share maths pedagogy Teachers will • Use the spiral of inquiry to inquire into culturally responsive strategies and practices • Inquire into assessment metrics specific to priority and target student • Regularly and collaboratively review school wide achievement data • Develop a consistent school wide approach to problem solving • Develop school wide consistency in effective ALiM practices • Investigate the use of digital platforms to enhance math's learning • Develop a consistent school wide approach to problem solving Students will • Use AFOL practices to lead their own learning • Set up mentoring between classes and COL schools	

Expected Outcome:

So that…. achievement of all students is accelerated.

Goal 2: Powerful Pedagogy

We want… a powerful pedagogical approach that personalizes learning and accelerates student outcomes

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Strategic Objective

We will see…teachers using the Spiral of Inquiry as a reflective tool to continuously improve practice

ANNUAL OBJECTIVE	BASELINE DATA	2018 TARGET AND MEASUREMENT	2018 ACTION	LED BY
2.1 INQUIRE				
Teachers will have the skills and knowledge to use the spiral of inquiry to effect change	Teacher survey: • 8/9 (88%) of teachers use information about their students to select the teaching strategies and to prioritise what they teach. • 7/9 (76%) of teachers use research literature and analyse the impact of their teaching. Teacher Capabilities Matrix: • 3/10 teachers at Stage 3 • 7/10 teachers at Stage 2 _Measured by:_ Teacher capabilities matrix (best fit)	Teacher survey: • 100% (10/10) of teachers use information about their students to select the the most effective teaching strategies and to prioritise what they teach. • 100% (10/10) of teachers use research literature and analyse the impact of their teaching and effect change. Teacher Capabilities Matrix: • 100% (10/10) teachers at Stage 3 _Measured by:_ - Teacher survey - Teacher capability matrix	Leaders will • Collaboratively develop an understanding of powerful pedagogy • Seamlessly link the Spiral of Inquiry to performance appraisal • Provide personalised professional learning Teachers will • Inquire into teaching practice using the Spiral of inquiry model • Reflect regularly on teaching practice and in-light of findings make changes to practice Students will • feedback to teachers on effective teaching strategies	
2.2 GROW				
Growth coaching is used to continuously improve teacher practice	10% (2/12) teachers have participated in GROWTH coaching professional learning _Measured by:_ Attendance at coaching PLD	100% (12/12) teachers use GROWTH coaching to improve their practice _Measured by:_ - Observation of coaching in action - Attendance at coaching PLD - Student voice - Teacher survey	Leaders will • Provide professional learning in the GROWTH coaching model • Participate in GROWTH coaching and be actively involved as coaching partners Teachers will • Participate in professional learning to acquire the skills and knowledge to use the GROWTH coaching model • Use the growth coaching model to reflect on and identify areas for improvement in their practice Students will • Form a group to trial coaching techniques (selected Y5 and Y6 students)	

2.3 INNOVATE				
Innovation and responsible risk taking is used to create new ways of teaching and learning	Teacher Capabilities Matrix: • 3/10 teachers are at Stage 3 • 7/10 teachers at Stage 2 *Measured by:* Teacher capabilities matrix (best fit)	Teacher Capabilities Matrix: • 100% (10/10) teachers are at Stage 3 *Measured by:* - Teacher matrix	Leaders will • Collaboratively develop a shared understanding of ILE pedagogy at SBS. • Provide PLD to support teachers in the integration of digital literacy and STEM into classes • Develop a strategy for the implementation of digital literacies • Provide a safe environment where teachers are expected to take responsible risks Teachers will • Participate in COL E-Learning • Integrate robotics and coding into class inquiries • Share professional readings to find out about new teaching approaches and ideas • Encourage engagement through passion projects Students will • Participate with teachers in reflection sessions	

Expected outcome
So that…. There is a collaborative approach to teaching which ensures every teacher is continuously seeking improvement and student outcomes are accelerated.

Goal 3: Purposeful Curriculum

We want… a future focused curriculum gives students the skills, knowledge and dispositions for learning now and in the future.

Strategic Objective *We will see… learning that is highly engaging, relevant and purposeful*

ANNUAL OBJECTIVE	BASELINE DATA	2018 TARGET AND MEASUREMENT	2018 ACTION	LED BY
3.1 CREATE				
A school wide curriculum that incorporates digital literacies and competencies	Digital literacies are taught as 'stand alone' and not consistently integrated into the curriculum *Measured by:* - MOE Teacher Survey - Student voice - Inclusion in curriculum documentation, planning and assessment	Digital literacies are integrated into the curriculum and evidenced in teacher planning and assessment *Measured by:* - MOE Teacher Survey - Student voice - Inclusion in curriculum documentation, planning and assessment	Leaders will • Collaborate with the COL in the development of digital strategy • Create systems to enable STEM to extended into all classes eg. Floating teachers Teachers will • Develop a shared understanding of digital literacies and competencies • Collaboratively develop a digital curriculum that includes the purposeful use of technology • Inquire and trial STEM in class programmes Students will • Participate in a student reference group to develop the digital curriculum • Investigate how to become a STEM school and identify what we do well, we can change and what our next steps are	
3.2 DESIGN				
A student led curriculum that enables learners to develop the skills, knowledge and dispositions to excel at learning now and in the future.	Students are not currently involved in curriculum planning	8 (Y5/6) students are regularly involved in developing a curriculum that teaches skills, knowledge and dispositions to excel at learning now and in the future. Measured by: - Student voice at planning meeting -Teacher inquiries - SBS learner profile	Leaders will • develop an SBS learner profile to inform curriculum development • Review current curriculum and draft a future focused curriculum • Investigate how to become a STEM school. Teachers will • Inquire into the skills, knowledge and dispositions needed to excel now and in the future • Collaboratively plan how to teacher the dispositions and skills identified in the SBS learner profile Students will • Actively anticipate in the teachers termly planning meetings • Inquire into the skills, knowledge and dispositions students will need for the future. Present findings to teachers and the community. Teachers use findings to make changes to curriculum.	
3.3 EMPOWER				
Learning environments empower future focused learning	20% (2 /10) teachers are confident to teach in an ILE environment *Measured by:* - Teacher reflections - Teacher survey - Student voice	100% (10/10) teachers are competent and confident to teach in an ILE environment *Measured by:* - Teacher reflections - Teacher survey - Student voice	Leaders will • Investigate business connections that could enhance learning eg. Vodafone • Implement open learning days for community Teachers will • Trial flexible teaching spaces and gather evidence of the impact on learning • Use ILE furniture to create an environment that supports ILE pedagogy • Continue to develop a shared understanding of ILE pedagogy at SBS Students will • Reflect on learning environment and identity areas for improvement and strength • Share findings with teachers and the community	

Expected Outcome

So that… Learning is driven by a future focused curriculum that has strong foundations in literacy and numeracy.

Stanley Bay School 2018 Digital Roadmap

EMERGENT THINKING
- How will we accelerate achievement?
- What is powerful teaching?
- What is an empowering environment?
- What is it powerful to learn?
- What is powerful learning?

INTENTIONAL LEADERSHIP
- Who are our stakeholders?
- How are we engaging student voice in our planning?
- What external support do we need to engage?
- What innovations do we have underway?
- What innovations do we have planned?
- How are we monitoring and evaluating our initiatives?

Enablers and Blockers

What's going well with our use of digital technologies?
- Growth mindset of staff
- Staff capabilty to drive change
- Readiness of students, staff, community
- Small school means rapid change
- Capable students
- Use of MOE resources eg. CLA
- CoL eLearning group
- Development of digital strategy pathway through CoL
- MOE digital curriculum
- Community support (if consulted)
- 10YPP
- Parents skill base
- ILE pedagogy
- ILE environments

What's causing us concern about our use of digital technologies?
- People (1 or 2)
- Lack of strategy and direction
- Consulting with community
- Server V Cloud
- Old technology eg. Printers
- Use of mixed technology
- Quantity of technology available
- Student safety
- Safe teacher practices
- Teacher ICT Agreement
- Student ICT Agreement
- Lack of understanding of digital curriculum in the community.
- Inconsistent skills and knowledge of staff

COHESIVE DIGITAL SERVICES
What is the state of our digital services?

GENUINE LEARNING PARTNERSHIPS
- How well are we engaging our community?
- How well are we collaborating with other schools, the sector, community and business?

EXPANDED TEACHER CAPACITY
- How well are we engaging teachers and growing their capacity?
- What's the hard and soft data we're collecting
- What is the research we are reading?

ROBUST DIGITAL INFRASTRUCTURE
What is the state of our infrastructure?

OUR VISION

Goal 1: Accelerated Achievement
Learning is personalized; students are active learning partners who understand their needs and work collaboratively with the teacher and parents to achieve their potential.

Goal 2: Powerful Pedagogy
There is a collaborative approach to teaching which ensures every teacher is continuously seeking improvement and student outcomes are accelerated.

Goal 3: Purposeful Curriculum
Learning is driven by a future focused curriculum that has strong foundations in literacy and numeracy.