



## SCHOOL CHARTER 2011

### Freemans Bay School/Waiatarau is ...

A green oasis for play and learning  
Informed by a strong Maori perspective  
Where a United Nations of students  
Become confident, caring and respectful learners  
Who are at the centre of a 21st century learning environment  
Engaged in a broad curriculum using the latest teaching methods  
Involving all of our community to enhance learning.

## Introduction

Freemans Bay School is a Yr 1 – 6 school situated on the edge of the Auckland Central Business District not far from Ponsonby Road. Our school zone incorporates the city centre where many families live in apartments, as well as Freemans Bay and the Auckland waterfront. Children from many ethnic backgrounds attend Freemans Bay School which makes our school an exciting and vibrant place to be. A special feature of our school is Whānau Ata, our Maori Immersion Unit.

Freemans Bay School experienced significant roll growth over 2007 - 2009 prompting the Ministry of Education to put in a school zone. Further growth is expected over the next 5 years as more families are expected to live in city areas under development, such as the Wynyard Quarter and Rhubarb Lane. The Board of Trustees is working with the Ministry of Education to ensure we have the building infrastructure to accommodate future growth and at the same time maintaining our green space.

Recently we have completed a new two storey, ten classroom block that has provided a model for our future classroom design. This block replaces the recently demolished 8 classroom block and has provided an opportunity for us to begin to develop a new courtyard in the school centre. This area will become the heart of our school through which all other buildings will connect. Planning is under way for our next building project, which is to complete a much needed school/community hall.

Currently Freemans Bay School is a medium sized contributing school with approximately 440 students. The school currently comprises twenty classrooms. Our school teams are organised into four areas: Whānau (family) Rau for children from New Entrants to Year 2; Whānau Puna for Years 3 and Year 4; Whānau Wai for children in Years 5 and Year 6. This composite two-year structure enables our school to provide support and extension for students in a family group setting.

The school has quality staff, quality teaching and partnerships with families and the wider community that support learning. Our school has a commitment to high academic standards and an expectation that all children will succeed. We provide programmes that enrich our curriculum including e-learning, thinking, music, enrichment programmes and outdoor education.

Whānau Ata is the school's Māori Immersion Unit for Years 1 to 6. Our unit was the first Maori language unit established in Central Auckland. Currently this unit teaches over eighty percent of the New Zealand Curriculum in Te Reo Maori.

We employ a specialist teacher to support e-learning and to work with the teachers and students to drive our vision for twenty-first century learning. The Board of Trustees has resourced a modern ICT infrastructure to ensure we have the facilities to support this development. This includes a wireless network, netbooks and interactive boards for every classroom. The school utilises Knowledge Net as its online learning environment and all students and teachers use this to support student learning.

We employ a specialist music teacher. Each class has a dedicated music programme and students are encouraged to perform in choirs, bands and performance opportunities outside the school.

We have opportunities for students to participate in Education Outside the Classroom activities to support our Freemans Bay Curriculum. This includes camps at Kawau Island and Camp Carey as well as accessing what is available in Auckland City such as the zoo, library, MOTAT, art gallery, parks, beaches and theatres.

This year the school is participating in the Enviroschool programme and we aim to reach Silver status over the next three years. The school is exploring further developing school community gardens to support teaching and learning about sustainability. We have been recently awarded a Bronze Travelwise Award and are aiming for Silver over the next year.

Our students participate in many sporting codes and students represent the school in teams in interschool events. They also participate in school speech competitions, and finalists compete in the Inner City School speech competitions.






We have a well-stocked library, extensive grounds with large mature trees, and very good sporting facilities. We have an experienced staff who provide a safe but challenging environment for children to learn.

Central to our teaching philosophy is “Assessment for Learning”, “Habits of Mind” and “E-learning”. We believe that students must be active participants in their learning, be able to reflect on their learning goals and their ways of working and thinking. Our reporting process includes student-led conferences where the students share where they are at with their learning and their next learning steps through both written and online formats.

We believe that students who graduate from Freemans Bay School will:

- Be Knowledgeable
- Be Thinkers
- Have a “Can Do” attitude
- Be good
- Collaborate

## Our Graduate Profile

Freemans Bay School/Waiatarau children will....		
Be knowledgeable		They will have a solid foundation of core skills, use information and communications technology naturally, and enjoy music and the arts.
Be thinkers		They will be creative, innovative, reflective, and enterprising.
Have a can-do attitude		They will be self-motivated, show initiative, striving, resilient, confident, healthy, well-balanced.
Be good		They will have integrity and values, be tolerant, and embrace diversity and difference.
Collaborate		They will get along with others, be friendly, able to work cooperatively, manage their impulsivity, and know how to resolve conflict.

## **SCHOOL MISSION STATEMENT**

This mission statement was developed by the current Board of Trustees in 2010 after consultation with our staff, parents and students.

It summarises the focus and principles of the board's strategic plan over the next three years.

### **Freemans Bay School / Waiatarau is:**

A green oasis for play and learning  
Informed by a strong Maori perspective  
Where a United Nations of students  
Become confident, caring and respectful learners  
Who are at the centre of a 21st century learning environment  
Engaged in a broad curriculum using the latest teaching methods  
Involving all of our community to enhance learning.

## Freemans Bay School/Waiatarau is ...

A green oasis for play and learning



Our extensive grass fields allow space for students to be physically active and to learn through free, unstructured play. This encourages their intellectual, emotional and physical development and is particularly valued in an inner-city school adjacent to the CBD, where green space is scarce.

Informed by a strong Maori perspective



We have two classes in which the New Zealand Marautanga curriculum is taught in te reo Maori and in which tikanga Maori is observed. This dimension filters through the entire school and includes powhiri in which the entire school welcomes new staff and new families into our community.

We are a United Nations of students



Our zone includes the established and increasingly gentrified suburb of Freemans Bay as well as the entire CBD, two areas with entirely different population profiles. The result is that we welcome and celebrate students and their families from a wonderfully diverse range of nationalities and cultures. This diversity enriches our school and helps our students to learn respect for difference of all kinds.

Become confident, caring and respectful learners



Freemans Bay students make a big impression on visitors, who invariably describe them as distinctively open, respectful and caring, with an easy confidence in talking to adults. Teachers have long been addressed by their first names, adding to an informal environment of mutual respect.

Who are at the centre of a 21st century learning environment



Everything we do is about improving learning, with the child placed at the centre of a mutual learning journey in which staff and students are engaged. We promote student involvement at all levels, including student led conferences twice a year which are completely led by students.

We value children and strive to always listen to them. As part of this we use the Habits of Mind approach to more effective learning. As part of our commitment to e-learning we are implementing the internet-based KnowledgeNet system to encourage parental involvement in their child's classroom work.

Engaged in a broad curriculum using the latest teaching methods



We believe children's learning is best enhanced by exposure to a broad-based curriculum including music, art and PE as well as the core skills of reading, writing and maths. Our commitment to Education Outside the Classroom includes annual separate events for senior students in years 4, 5 and 6.

We are committed to extensive staff professional development in order to improve teaching proficiency, gain exposure to the latest evidence-based methods, and build links with the university community carrying out cutting-edge educational research. Our school is frequently visited by educators from overseas seeking to understand the New Zealand approach.

Involving all of our community to enhance learning



The evidence shows student learning is hugely enhanced if parents and caregivers are actively engaged. As well as KnowledgeNet, our student-led conferences are designed to help parents to understand their child's learning stage and follow their progress through the year.

We test student progress using a variety of nationally normed and standardised assessment tools. This data is used to form overall teacher judgements and we supply the full results to each student. We hold regular English lessons for ESOL parents which are well attended and huge fun. We acknowledge the barriers of language and culture facing many immigrant families, and we are always looking for innovative ways to better engage them in their children's learning.

## **Cultural Diversity and Maori Dimension**

How the school will reflect:

### **New Zealand's Cultural Diversity**

All cultures within the school will be valued and accepted through active encouragement of non racist school culture and ethos.

Staff members will ensure that students from all cultures are treated with respect and dignity and will actively work towards maximizing the potential of each student

### **The unique position of Maori Culture**

Freemans bay School/ Waiatarau will endeavour to develop an awareness of Te Mana o Aotearoa and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi

### **What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the schools curriculum?**

Consult with Maori community and design the Waiatarau Marautanga, for implementation in 2011.

Mainstream classrooms and school celebrations will reflect Maori culture through signage, waiata, powhiri and daily conversations e.g. greetings, stick games etc.

Study topics will include components of te reo Maori and tikanga Maori as appropriate to the topic and the class level

Whakopono (Honesty), Tumanako (Respect) Aroha and Tiaki pai (Caring) will be reflected in our daily practices. Each class will implement a class treaty which highlights a range of values as the school focus. These values are promoted through school assemblies and classroom programmes.

### **What will the school do to provide instruction in te reo Maori for full time students whose parents ask for it?**

The Board will provide instruction in Te Reo Maori through two total immersion classes. The focus for students in this unit is for students to succeed academically in Te Reo through the New Zealand curriculum.

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

Following the Action Plan for the Implementation of the Waiatarau Marautanga, consultation over content and design will be carried out throughout 2011. A leadership position has been created to drive this process.

At least one Maori parent will be represented on the Board of Trustees. The school will consult with the Maori community through regular hui and pānui twice a term.

Senior management will be supportive of these meetings. Through the hui parents are regularly informed on student achievement. School will encourage parents and whānau to be active in supporting the unit and to achieve the objective of improving learning outcomes for Maori students.

## **Management of property and finances**

The Board of Trustees is actively engaged in managing the school's property to cater for anticipated growth in the inner city/CBD population to 2020 and beyond.

The Board of Trustees' policy is to run a balanced financial budget each year, with a small surplus the goal. To this end we employ an accountant to work with our finance committee so we can quickly detect variations away from our monthly tracking expectations, and develop actions to get back on track.

## **Management of health and safety**

In 2011 the Board of Trustees reviewed its health and safety policy and introduced new requirements to ensure continued compliance with the Health and Safety in Employment Act 1992.

# FREEMANS BAY SCHOOL STRATEGIC PLAN

2011 - 2013



## **Goal 1: Parent involvement in learning**

Increase parent access to what their child is learning and parent ability to assist their child's learning through student-led conferences, e-learning, e-portfolios and regular events focused on curriculum knowledge and student achievement.



## **Goal 2: Student achievement**

Increase student achievement outcomes in reading, writing and mathematics by setting annual assessment targets as part of a continuous improvement programme.



## **Goal 3: Teacher capability**

Increase teacher capability in assessment for learning across multiple curriculum areas, including the development and use of effective in-classroom assessment, and the development of learning partnerships with students.



## **Goal 4: School hall**

Enhance opportunities for student participation in the performing arts and indoor sport, and for bringing the school community together, by using accumulated community-raised funds to build a hall.



## **Goal 5: Our own waiata and haka**

Strengthen our commitment to the Treaty of Waitangi and te reo Maori, and our relationship with Ngati Whatua, by encouraging our kaumatua and Whanau Ata to create the school's own unique waiata and haka.

## **Goal 6: Parent inclusiveness**

Create regular opportunities for the school's diverse parent community – for many of whom English is a second language – to contribute their own knowledge, skills and perspectives to the school's governance and to enrich school life.



## **Goal 7: Alliances**

Forge mutually beneficial long-term alliances for learning and fundraising with at least three significant CBD/Freemans Bay organisations.

## **Goal 8: Environment**

Reinforce the curriculum's focus on environmental sustainability by reaching level 2 of the EnviroSchools Programme.



## **Goal 9: E-learning**

Promote, plan and implement e-learning in most curriculum areas by improving the resourcing of classroom ICT equipment and providing teachers with appropriate professional development.

## **Goal 10: Habits of Mind**

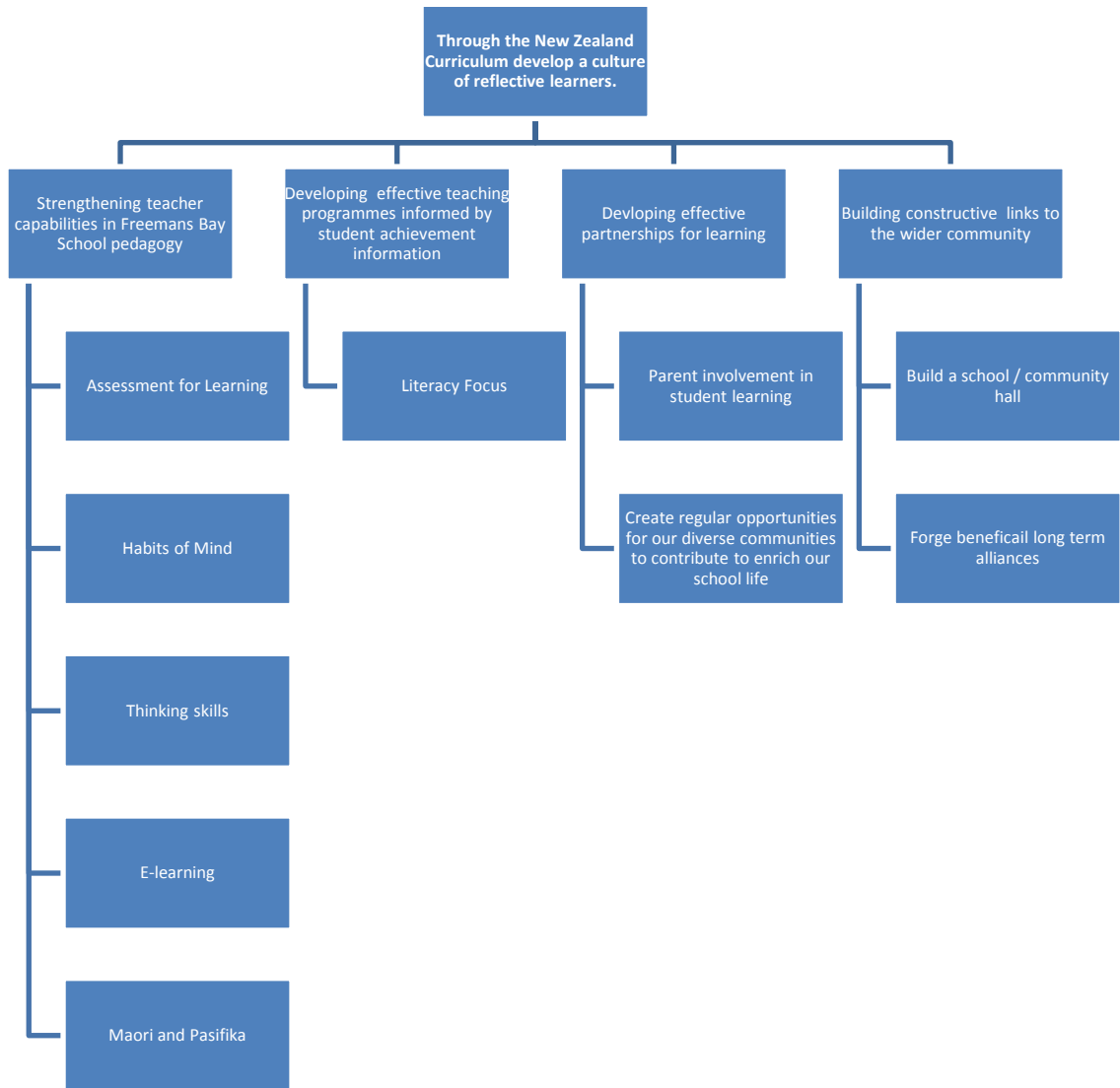
Increase student confidence in applying Habits of Mind to their learning by providing appropriate teacher professional development.



# FREEMANS BAY SCHOOL/ WAIATARAU

## STRATEGIC OVERVIEW

2011 - 2013



## FREEMANS BAY SCHOOL AND NATIONAL STANDARDS

Our Board of Trustees has been advised by the Ministry of Education to provide written targets based on National Standards. Our Board of Trustees has agreed to include National Standard reporting in our school charter as **forced compliance**.

National Standards are inconsistent. There is nothing national about National Standards. As the Standards are unclear, schools are interpreting and reporting against standards in a wide variety of ways. National Standards have never been tested or trialled and are difficult for teachers to work with.

Freemans Bay school teachers collect curriculum baseline student assessment data gleaned from standardised tests (e-asTTle, Probe, STAR and PM running records, GLOSS tests) and teacher observations of reading, writing and numeracy behaviours over time. Teachers create Overall Teacher Judgements (OTJs) utilising this achievement data. Our reporting is based on how students perform nationally compared to their age group, through a range of well researched assessment tests. The OTJs are aligned against the national standards for compliance.

**Well Below and Below:** These terms are based on National Standard expectations and aligned with the curriculum level expectation by year group and age. "At" is one curriculum sub-level band and is our school's interpretation of the National Standard for that year group at the end of the year. "Below" is one curriculum sublevel below "At". "Well Below" is two sub-levels below "At". "Above" is one or more than one sub level above "At" The chart below gives visual representation to these terms.

Year 1			
Well Below	Below	At	Above
	Pre-1B	1P	1A+
Year 2			
Well Below	Below	At	Above
Pre	1B-1P	1A	2B+
Year 3			
Well Below	Below	At	Above
Pre-1B	1P-1A	2B	2P+
Year 4			
Well Below	Below	At	Above
Pre- <2B (Pre, 1B, 1P, 1A, <2B)	2B -2P	2A	3B +
Year 5			
Well Below	Below	At	Above
Pre- 2B (Pre-1B, 1P, 1A, <2B)	2P- 2A	3B	3P
Year 6			
Well Below	Below	At	Above
Pre-2A, (Pre, 1B, 1P, 1A, <2B, 2B, 2P, 2A)	3B – 3P	3A	4B+

### Cohort Definitions:

**Three Year Cohort:** students who have been enrolled at Freemans Bay School for 3 years or more, within mainstream classes.

**Maori students:** students identified by whanau as Maori on enrolment and who have been enrolled at Freemans Bay School for 3 years or more, within mainstream classes.

**Pasifika students:** students identified by whanau as Pasifika on enrolment and who have been enrolled at Freemans Bay School for 3 years or more, within mainstream classes.

## Reading Data 2011

### Historical Position.

Over the last three years we have reported Year 4, 5 and 6 data against asTTLe scores for reading and writing. We tracked these groups as asTTLe was the standardised test used, and is only available for years 4 to 6. Across the school reading has been, and continues to be, tracked through PM and Probe running records, and e-asTTLe.

For the end of 2010 reading achievement data we used OTJ scores, where as previously we had use stand alone asTTLe test scores for tracking target groups.

During the second half of 2010, e-asTTLe re-configured the norms. The implications of both our change in assessment practice, and the re-configuring of e-asTTLe norms is that comparisons between our historical data, and current data are somewhat invalid.

However, it does give us a broad-stroke picture, namely we continue to track positive progress with our reading data.

Our reading data shows that students who attend Freemans Bay School for 3 years or more are likely to be achieving in reading at or above expectation for their age.

### Reading - 2011 Three Year Cohort data:

The data analysed is the end of 2010.

OTJ data and is measured against the expectation for achievement at the end of 2011.

Year	Number of students	Beginning of the year data						End of the year data					
		% Well Below		% Below		% At and Above		% Well Below	% Below		% At and Above		Target Achievement
4	15	0		46.67% (7)		53.33% (8)							
		B 0	G 0	B 75% (6)	G 14.29% (1)	B 25% (2)	G 85.71% (6)	B	G	B	G	B	G
5	45	6.66% (3)		22.22% (10)		71.12% (32)							
		B 13.05% (3)	G 0	B 30.44% (7)	G 13.64% (3)	B 56.51% (13)	G 86.36% (19)	B	G	B	G	B	G
6	39	7.68% (3)		12.82% (5)		79.5% (31)							
		B 11.76% (2)	G 4.55% (1)	B 5.88% (1)	G 18.21% (4)	B 82.36% (14)	G 77.24% (17)	B	G	B	G	B	G

### Analysis:

This data demonstrates that at the beginning of 2011, 71% of Year 5 students and 79% of Year 6 students who have been at Freemans Bay School for 3 years or more are achieving at or above expected 2011 end of year level in reading.

Maori students Reading data:

Year	Number of students	Beginning of the year data				End of the year data			
		Well Below	Below	At and Above		Well Below	Below	At and Above	Target Achievement
4	1	0	1	0					
5	7	1	2	4					
6	5	1	0	4					

Pasifika students Reading data:

Year	Number of students	Beginning of the year data				End of the year data			
		Well Below	Below	At and Above		Well Below	Below	At and Above	Target Achievement
4	6	0	4	2					
5	5	1	1	3					
6	6	1	2	1					

Analysis

These numbers in these groups are too low to determine trends.

**Target Setting:**

Current Cohort (All term 1 students from all year groups – including Whanau Ata)

In term one, 62 students were identified as Below end of year 2011 expectation and 68 students were identified as Well Below the end of 2011 year expectation.  
(31% of total roll of 420)

**Below National Standard**

33.8% (21 students) identified as Below are boys.  
35.4% (22 students) identified as Below are Maori and Pasifika, including Whanau Ata.  
30.6% (19 students) identified as Below are ESOL students.

**Well Below National Standard**

52.9% (36 students) identified as Well Below are boys.  
16.1% (11 students) identified as Well Below are Maori and Pasifika, including Whanau Ata.  
64.7% (44 students) identified as Well Below are ESOL students.

These students have been identified as class target groups for reading. The target groups for reading have formed the student achievement target focus.

To support teachers working with these target groups , an action plan has been developed to provide school-wide professional development and teaching as inquiry in reading .

**Reading Target:**

75% (47 students) identified as Below National Standard will shift by at least one curriculum sub-level by the end of the year to reach At National Standard or better.

75% (50 students) identified as Well Below National Standard will shift by at least one curriculum sub-level towards achieving National Standards by the end of the year.

**Numeracy Data**

The data analysed is the end of 2010 OTJ data and is measured against the expectation for achievement at the 2011 end of year.

Year	Number of students	Beginning of the year data						End of the year data			
		% Well Below		% Below		% At and Above		% Well Below	% Below	% At and Above	Target Achievement
4	18	16.67% (3)		77.77% (14)		5.56% (1)					
		B 33.3 3% (3)	G 0	B 66.66 % (6)	G 88.89 % (8)	B 0	G 11.11 % (1)	B	G	B	G
5	47	6.38% (3)		42.55% (20)		51.07% (24)					
		B 12.5 % (3)	G 0	B 45.83 % (11)	G 39.12 % (9)	B 41.67 % (10)	G 60.88 % (14)	B	G	B	G
6	42	30.95% (13)		28.57% (12)		40.48% (17)					
		B 17.6 4% (3)	G 40% (10)	B 41.18 % (7)	G 20% (5)	B 41.18 % (7)	G 40% (0)	B	G	B	G

Analysis:

This data demonstrates that at the beginning of 2011 students 51% Year 5 and 40% of Yr 6 students who have been at Freemans Bay School for 3 years or more are achieving at or above expected 2011 end of year level in numeracy.

Maori Students Numeracy data:

Year	Number of students	Beginning of the year data				End of the year data			
		Well Below	Below	At and Above		Well Below	Below	At and Above	Target Achievement
4	4	0	4	0					
5	9	2	3	4					
6	9	2	4	3					

Pasifika Students Numeracy data:

Year	Number of students	Beginning of the year data				End of the year data			
		Well Below	Below	At and Above		Well Below	Below	At and Above	Target Achievement
4	6	3	3	0					
5	5	0	5	0					
6	6	4	2	0					

Analysis

These numbers in these groups are too low to determine trends.

**Target Setting:**

Current Cohort (All term 1 students from all year groups – including Whanau Ata)

In term one, 77 students were identified as Below end of year 2011 expectation and 7 students were identified as Well Below the end of 2011 year expectation.  
(20% of total roll of 420)

Below National Standard

45.4% (35 students) identified as Below are boys.  
22% (17 students) identified as Below are Maori and Pasifika, including Whanau Ata.  
40.2% (31 students) identified as Below are ESOL students.

Well Below National Standard

57.1% (4 students) identified as Well Below are boys.  
14.2% (1 student) identified as Well Below are Maori and Pasifika, including Whanau Ata.  
42.8% (3 students) identified as Well Below are ESOL students.

The target groups for numeracy continue to be the student achievement focus for school-wide teaching as inquiry in numeracy.

**Numeracy Target:**

75% (57 students) identified as Below National Standard will shift by at least one curriculum sub-level by the end of the year to be At National Standard or better.  
75% (5 students) identified as Well Below National Standard will shift by at least one curriculum sub-level towards achieving National Standards by the end of the year.

### **ACTIONS TO ACHIEVE TARGETS:**

- **Freemans Bay School Pedagogy Action Plan**
- **Freemans Bay School Literacy Action Plan**
- **Freemans Bay School E-Learning Action Plan**
- **Freemans Bay School Mathematics Action Plan**
- **Freemans Bay School Maori and Pasifika Action Plan**

Freemans Bay School Pedagogy Action Plan  
2011

Overall Goal : To strengthen teacher capabilities in implementation of Freemans Bay School Curriculum pedagogy

The Freemans Bay School pedagogy draws on Assessment for Learning, Habits of Mind and Thinking Skills. A balanced and planned combination of these addresses all the above issues.

Specific Action Required	How will it be implemented?	Led by	Timeline	Expected outcome	Actual outcome
<b>OBJECTIVE: TO BUILD AND MAINTAIN TEACHER CAPABILITIES AROUND ASSESSMENT FOR LEARNING (AFL)</b>					
<ul style="list-style-type: none"> <li>Implement and manage the Assessment for Learning (AfL) programme sustainability by strengthening teachers knowledge and understanding of AfLpractices and ensuring a common understanding</li> </ul>	<ul style="list-style-type: none"> <li>Plan and implement an <i>induction</i> programme for new teachers to the school</li> <li>Ensure AfL pedagogy is a part of the induction programme</li> </ul>	SMT	When new teachers start at FBPS	Induction programme has an AfL component to it	
	<ul style="list-style-type: none"> <li>PLC's are planned into syndicate team meetings and follow a logical progression to strengthen AfLpractices                             <ul style="list-style-type: none"> <li>To include discussions around student and teacher data, student led conferences, professional readings and own experiences</li> <li>Janis to attend one meeting per syndicate per term</li> </ul> </li> </ul>	Janis and team leaders	One meeting per whanau per term (minimum)	AfL syndicate meeting slots planned Syndicate meetings adequately planned Janis attend a meeting per term per syndicate	
	<ul style="list-style-type: none"> <li>Teacher <i>capability matrices</i> are completed to identify areas of strength and weakness</li> <li>This data is used at team meetings to lead PLC</li> </ul>	Janis and team leaders	2x yearly  Termly  Termly	Teacher Capability Matrix completed by each teacher Data analysed and action planned	

	<ul style="list-style-type: none"> <li>Use a <i>grid system</i> to identify areas of strength and need at whanau level – Janis to design grid</li> </ul>				
	<ul style="list-style-type: none"> <li>Identify teachers who are good AfL practitioners to be <i>lead teachers</i> within their team</li> <li>PD in <i>workshop form, model lessons, observations, teacher videos and co-teaching sessions</i> to support staff with the implementation of Assessment for Learning practices designed around the needs identified from the teacher capability matrices <ul style="list-style-type: none"> <li>Each teacher to observe others twice termly – once during CRT day, once in release time?</li> </ul> </li> <li>Set protocols around videoing to encourage teachers to video a lesson</li> </ul>	<p>SMT</p> <p>Janis and lead teachers</p> <p>SMT</p>	Ongoing	Plan PD through Pedagogy team – involve teachers outside team to lead PD Timetable set up to ensure all teachers have the opportunity to observe another teacher Timetable in place for the videoing of teachers	
	<ul style="list-style-type: none"> <li>Teachers become confident in using <i>student data</i> to inform planning and teaching, data is discussed at <i>PLC's</i>, team meetings (at least once a term) and on a more informal basis</li> <li>Janis to attend team meetings where student data is discussed</li> </ul>	Janis and team leaders	Ongoing	Plan PLC's around teacher and student data	
	<ul style="list-style-type: none"> <li>Identify children who would make progress with <i>targeted support</i>, Special abilities or needs, Maori and Pacific Island children ...</li> <li>Specialist teachers to attend syndicate meetings</li> <li>Programmes developed to support in-class teaching and monitored by specialist teachers</li> </ul>	Machelle (Maori & PI), Ann (SEN), Val (ESOL), (G&T)	Each term	Target students identified Plan in place	
	<ul style="list-style-type: none"> <li>Continue the cross <i>cluster staff meetings</i> to further develop ideas for implementing AfL practices across the school – try to ensure a focus is developed</li> </ul>	Janis	Each term	Meet with EHSAS PM and plan cluster meetings	

<ul style="list-style-type: none"> <li>Further develop Student Led Conferences (SLC) to provide parents with up to date information about their children's work, work habits and attainment</li> </ul>	<ul style="list-style-type: none"> <li>Plan and calendar in 2x SLC's for this year</li> </ul>	SMT	Term 4 2010	SLC's held	
	<ul style="list-style-type: none"> <li>Teachers <i>prepare children</i> for SLC through their use of AfL practice language – ensure both teachers, parents and children are clear about the purpose of the conference</li> <li>1<sup>st</sup> SLC in term 1 for goal setting based on assessment data</li> <li>2<sup>nd</sup> SLC based on portfolio of children's work</li> </ul>	SMT  Class teachers	Ongoing	Teachers confident in leading their children through the SLC	
<ul style="list-style-type: none"> <li>Raise student achievement through the implementation of AfL practices</li> </ul>	<ul style="list-style-type: none"> <li><i>Track achievement</i> in reading, writing and maths from beginning and end of year</li> <li>Use data to set targets with children</li> </ul>	Janis and team leaders	Terms 1&4	Class/team tracking of scores in reading, writing, maths Data used to identify target children	
	<ul style="list-style-type: none"> <li>Identify children who would make progress with <i>targeted support</i>, Special abilities or needs, Maori and Pacific Island children ...</li> <li>Monitor how children are identified and what programmes are in place</li> </ul>	Machelle (Maori & PI), Ann (SEN), Val (ESOL), ? (G&T) SMT	Each term	Target students identified Plan in place	
<ul style="list-style-type: none"> <li>Report on AfL implementation to staff, Board of Trustees and parents to keep them informed of the progress of the implementation of AfL practice and student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Keep <i>staff informed</i> of progress and achievement regularly at full staff and team meetings</li> </ul>	Janis	Each term	Discussions planned and held at whole school and team meeting level	
	<ul style="list-style-type: none"> <li>Formally <i>report to Board of Trustees</i> at the end of year Data Fest using teacher capability matrices and children's responses to AfL questions</li> <li>Report more informally at regular Board of Trustees meetings</li> </ul>	Janis	Term 4	Written report to BoT for November	
	<ul style="list-style-type: none"> <li>Prepare students to <i>report to parents</i> twice yearly at the Student Led Conferences</li> </ul>	Team leaders	Ongoing	Teachers confident in leading their children through the SLC	

**OBJECTIVE: TO BUILD AND MAINTAIN TEACHER CAPABILITIES AROUND HABITS OF MIND / KEY COMPETENCIES**

<ul style="list-style-type: none"> <li>Ensure teachers are confident and able to use Habits of Mind throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>Plan and implement an <i>induction</i> programme for new teachers to the school</li> <li>Ensure Habits of Mind and their implementation into daily lessons is a part of the induction programme</li> </ul>	SMT	Each term	Induction programme has a HoM component to it	
	<ul style="list-style-type: none"> <li>Plan <i>PLC's</i> around Habits of Mind that share ideas for their use – problem solving situations, certificates...</li> </ul>	SMT	Each term – especially term 1	Appropriate PD planned through the Pedagogy team – involving teachers outside the team	
	<ul style="list-style-type: none"> <li>SMT to <i>walk to talk</i> – refer to Habits of Mind often with children and staff</li> </ul>	SMT	Ongoing	SMT to use language of HoM in their daily discussions with staff and children	
<ul style="list-style-type: none"> <li>Encourage children to use intelligent behaviours and to manage, monitor and modify their own behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use the language of Habits of Mind to <i>reinforce children's behaviour</i> – could use “HoM of the Week” as a starting point</li> </ul>	Class teachers	Ongoing	Teachers use language of HoM when talking to children	
	<ul style="list-style-type: none"> <li>Use the language of Habits of Mind in lesson, daily and weekly <i>reflections</i></li> </ul>	Team leaders	Ongoing	Language of HoM becomes second nature	
<ul style="list-style-type: none"> <li>Strengthen the link between Key Competencies and Habits of Mind</li> </ul>	<ul style="list-style-type: none"> <li>Teachers incorporate the language of Key Competencies along with the language of HoM in their daily lessons</li> </ul>	Class teachers	Ongoing	Language of Key Competencies is being used alongside the language of HoM in the classroom	

OBJECTIVE: TO BUILD AND MAINTAIN TEACHER CAPABILITIES AROUND THINKING SKILLS

<ul style="list-style-type: none"> <li>Strengthen teachers knowledge and understanding of higher order thinking skills and how to encourage these in the children</li> </ul>	<ul style="list-style-type: none"> <li>Teachers encourage the language of higher order thinking skills</li> </ul>	Class teachers	Ongoing	Language that encourages higher order thinking is used in the classroom	
	<ul style="list-style-type: none"> <li>Teachers explain to the children the meaning of the vocabulary around higher order thinking skills</li> </ul>	Class teachers	Ongoing	Children are clear about the meaning of the language of higher order thinking	
	<ul style="list-style-type: none"> <li>Teachers provide opportunities for the children to reflect on their learning</li> </ul>	Class teachers	Ongoing	Children routinely reflect on their learning	
	<ul style="list-style-type: none"> <li>Attend a Thinking Skills conference (U-Learn)</li> </ul>	Bron +1	?	Teachers attend the U-Learn conference	
<ul style="list-style-type: none"> <li>Raise student achievement through the implementation of thinking tools</li> </ul>	<ul style="list-style-type: none"> <li>Ensure teachers have the knowledge, tools and confidence to incorporate higher order thinking skills in their daily <i>planning and lessons</i> <ul style="list-style-type: none"> <li>Provide internal PD where required</li> </ul> </li> </ul>	Janis, Bron, confident teachers	Each term – especially term 1	PD planned for the use of thinking skills in classrooms	
	<ul style="list-style-type: none"> <li>Identify high achieving children and provide them with <i>extension programmes</i> within classes based around thinking skills</li> </ul>	Class teachers & G&T co-ord	Each term	Children identified and programmes put in place	

**OBJECTIVE: TO ENSURE ASSESSMENT FOR LEARNING, HABITS OF MIND AND HIGHER ORDER THINKING SKILLS ARE ADEQUATELY CATERED FOR**

<ul style="list-style-type: none"> <li>Teacher raise student achievement by ensuring Assessment for Learning, Habits of Mind and Higher Order Thinking Skills are shown in planning</li> </ul>	<ul style="list-style-type: none"> <li>Ensure Freemans Bay School pedagogy, including AfL, HoM and thinking skills is being planned for – is shown in both long and short term planning</li> </ul>	SMT	Ongoing	Planning shows HoM, AfL strategies and thinking skills	
	<ul style="list-style-type: none"> <li>Complete regular “learning walks” and feedback / feed forward to staff</li> </ul>	SMT	ONGOING	Learning walks, feedback and feed forward complete	

Freemans Bay School Literacy Action Plan  
2011

**Overall Goal : To ensure teachers at Freemans Bay School have the necessary equipment and knowledge of the English curriculum (including knowledge of content, assessment and programme planning) required to assist our students in their journey to become sophisticated users of English.**

Specific Action Required	How will it be implemented?	Led by	Timeline	Expected outcomes	Actual Outcome
<b>Objective: To support and strengthen quality teaching and learning in writing.</b>					
<ul style="list-style-type: none"> <li>Each whanau identify a writing need per term to focus on at whanau meetings eg modelling</li> </ul>	<ul style="list-style-type: none"> <li>Start of term CRT. Literacy team members will develop an action plan of how the need is going to be developed. They will ensure this focus is discussed at various times during each term.</li> </ul>	Whanau literacy representative	<ul style="list-style-type: none"> <li>Term 1-4</li> </ul>	Focuses clearly articulated at team meetings and team meetings made available to work on focus	
<ul style="list-style-type: none"> <li>Analyses of Term 1 writing data</li> </ul>	<ul style="list-style-type: none"> <li>All syndicates to meet together to analyse and moderate data together and create class groups. Share knowledge to make plans for groups next learning steps.</li> </ul>	Literacy Leader Whanau literacy representative	<ul style="list-style-type: none"> <li>Term 1</li> </ul>	All teams moderated within their whanau against matrix	Matrix was used. Identification of next learning steps needs to be strengthened
<ul style="list-style-type: none"> <li>Each whanau to share "What's on top" for writing at various times Focus being on problem solving 5-10 mins max</li> </ul>	<ul style="list-style-type: none"> <li>All syndicates meet regularly to discuss progress made, and discuss how gaps and strengths are being met in the weekly writing and reading programmes.</li> <li>This needs to be made a habitual part of syndicate meetings.</li> </ul>	Literacy Leader Team Leaders Whanau literacy representative	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	Team meeting time made available for reading targets and writing programme	
<ul style="list-style-type: none"> <li>Recognise and understand barriers to learning in English</li> </ul>	<ul style="list-style-type: none"> <li>Individual teachers take time to identify barriers to learning such as language, emotional, cultural, health and social reasons.</li> <li>Teachers to act accordingly once barriers are identified, see lead teachers for guidance.</li> <li>Integrating ELLP into writing matrix</li> </ul>	<ul style="list-style-type: none"> <li>Individual teachers</li> <li>Lead Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	Literacy team continue to led whanau meetings around ELLP	
<ul style="list-style-type: none"> <li>Analyse year end assessments compared to year beginning</li> <li>assess of effectiveness of own class programmes</li> </ul>	<ul style="list-style-type: none"> <li>Individual teachers compare and contrast year beginning and year end data. Identify areas of strong and weak growth in own class literacy achievement. Celebrate and share success in syndicate meeting. Reflect on changes necessary for next year or for personal professional development still required.</li> <li>Lead Teacher to collate literacy data of whole school cohorts and identify school strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Individual teachers</li> <li>Team Leaders</li> <li>Literacy Lead Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Terms 2 &amp; 4 after summative assessment</li> </ul>		

Objective: To support and strengthen quality teaching and learning in reading.					
<ul style="list-style-type: none"> <li>Observe teachers looking to identify specific needs</li> </ul>	<ul style="list-style-type: none"> <li>As part of reading review Roween and team leaders will observe class teachers with target students and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Lead Teacher</li> <li>Roween</li> <li>Team leaders</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>As part of reading review class observations taken with feedback and teaching as inquiry conversations held</li> </ul>	
<ul style="list-style-type: none"> <li>Meet specific needs identified in survey</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Lead teacher to identify in school experts and assist them to plan workshops.</li> <li>Create workshops to suit needs using staff expertise and outside experts. Workshops would happen over a period of time running on different days. Teachers to attend a minimum of one workshop per week. Focus is on content, and reading and writing integration. (Possibility of teachers only day in which a selection of sessions are run all day).</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Lead Teacher</li> <li>identified expert teachers</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Week 8 onwards till early term 3</li> </ul>		
<ul style="list-style-type: none"> <li>Targeted professional reading</li> </ul>	<ul style="list-style-type: none"> <li>Read teaching reading comprehension by Alison Davies.</li> <li>Effective Chapter 2, 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Individual Teachers</li> <li>Literacy Lead Teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Week 8 onwards</li> </ul>	<ul style="list-style-type: none"> <li>PLC at team levels and staff meetings examining effective practice</li> </ul>	
<ul style="list-style-type: none"> <li>Professional Development on a whole staff level in reading planning and integration</li> </ul>	<ul style="list-style-type: none"> <li>Roween organised to facilitate reading review through monitoring progress of reading target groups</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Lead Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Areas of strength and need identified against effective evidence based practice</li> </ul>	
<ul style="list-style-type: none"> <li>Check high quality planning and teaching of reading and writing programmes</li> </ul>	<ul style="list-style-type: none"> <li>regular discussions at syndicate level about teaching content.</li> <li>peer modelling, support and observations of lessons and planning with feedback given. Release to be organised at syndicate level. Literacy Lead Teacher to allocate relievers.</li> <li>Individual teachers to actively reflect on literacy lessons weekly. Teachers to be active about information that comes out of these.</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Literacy Lead Teachers</li> <li>Individual Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing from late term 2 to early term 4</li> </ul>		
<ul style="list-style-type: none"> <li>Acquire equipment necessary for quality teaching</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Lead teacher to spend planned budget with consultation from syndicate leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Lead Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Terms 1-2</li> </ul>	<ul style="list-style-type: none"> <li>Resourcing is based on identified learning needs</li> </ul>	
<ul style="list-style-type: none"> <li>Analyses of Term 1 reading data</li> </ul>	<ul style="list-style-type: none"> <li>Roween organised to come in for teacher only day and discuss how to use asttle data effectively</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Term 1-4</li> </ul>	<ul style="list-style-type: none"> <li>Reading target groups established</li> </ul>	

**Goal : For teachers and students to be confident, connected and actively involved users of ICT.**

Specific Action Required	How will it be implemented?	Led by	Timeline	Expected outcomes	Actual Outcome
<b>Teachers will promote, plan and implement e-learning in all curriculum areas.</b>					
<ul style="list-style-type: none"> <li>Maintain collaboratively share a 'picture' of 'E-learning'.</li> </ul>	<ul style="list-style-type: none"> <li>Put all the slides together from the beginning of the year for new staff to share our vision of e-learning.</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> </ul>	<ul style="list-style-type: none"> <li>School Vision for e-learning clear and communicated</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Teacher planning (long term and weekly) shows inclusion of ICT and e-learning opportunities integrated into current focus</li> <li>Use a variety of ICT's in a range of learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Bron to assist with teacher planning both at Whanau Planning level and for individual teachers</li> <li>E-learning to be added into planning formats when reviewed by curriculum teams</li> <li>Begin to move away from using ICT superficially and towards enabling children to use Web2 tools in a meaningful way – blogs, wikis, video.</li> </ul>	<ul style="list-style-type: none"> <li>Bron Supported by Whanau Leaders Curr. Teams</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Students using a variety of e-learning tools to support and enhance teaching and learning</li> <li>Students motivated to learn</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Classroom culture reflects e-learning</li> </ul>	<ul style="list-style-type: none"> <li>4 Minute walkthroughs will also reflect e-learning</li> <li>Create a link between 'E-learning' vision and what we should see in the classroom:                             <ul style="list-style-type: none"> <li>By sharing in team meetings – encouraged by ICT team member</li> <li>Make time at the beginning of SM for sharing from each whanau.</li> <li>5 mins at beginning of workshops.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Whanau Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>		
<ul style="list-style-type: none"> <li>Use of Knowledge Net support skills teaching</li> </ul>	<ul style="list-style-type: none"> <li>Learning Links available to all classes and updated regularly</li> <li>Learning Links linked to Knowledge Net for home use</li> <li>Learning Links evident in planning</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Students using Internet to support learning</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Use of Knowledge Net support administration tasks</li> </ul>	<ul style="list-style-type: none"> <li>Trial "PD Portfolios" with some staff to replace the Appraisal Booklet.</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> <li>Sandy</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Reflective teachers</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Use of E-learning (specifically Knowledge Net) for sharing of work and reflecting on classroom teaching</li> </ul>	<ul style="list-style-type: none"> <li>Parents to have log in access.</li> <li>Knowledge Net:                             <ul style="list-style-type: none"> <li>Class reflections regularly (at least weekly)</li> <li>Photo Gallery used to share photos of class in action linked to learning intentions</li> <li>Showcase used to share "exceptional" work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Communication enhanced between home and school</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

and learning	<ul style="list-style-type: none"> <li>Learning Journals to be developed by interested staff.</li> </ul>				
<ul style="list-style-type: none"> <li>Trial and develop e-portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>Trial group is established</li> <li>View e-portfolios from other schools and talk to them about how they are being used.</li> <li>Plan for use of student's e-portfolios – what is in them ; how to set up</li> <li>Provide pd for trial group.</li> <li>Support trial group.</li> <li>Review at end of year.</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Students share reflections about their growth and learning.</li> <li>Growth is shared via samples.</li> <li>Accessible to parents</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Use Mathletics to support the Mathematics learning in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Set-up courses so that strand and number are easily accessed.</li> <li>Each class to have 10 computers in classroom to enable groups to use a Mathletics regularly rather than on a rotation which means that access is reduced.</li> <li>PD for teachers in how to integrate Mathletics into the Maths group rotation and link to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> <li>Anne</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Maths program supported and enhanced</li> <li>Students motivated to learn</li> <li>Inform 'Next Steps'</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Develop a system that provides fair and equitable access to ICT resources</li> </ul>	<ul style="list-style-type: none"> <li>Computer Room Timetable for skill teaching</li> <li>Remove the computers from the computer room – and use for own laptops.</li> <li>Whanau's negotiate class sets.</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> <li>SMT</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>All students have fair and equitable access to e-learning</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Teachers are proficient in digital literacy skills; the language of E-learning; - knowing how to access, manage, integrate, interpret, evaluate and create (at the appropriate level).</li> </ul>					
Provide on-going support to teachers through sustainable professional development.	<ul style="list-style-type: none"> <li>Bron to work with two teachers and their class - per term, 4 days</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Teachers confidence and competence in using a variety of e-learning tools to support and enhance teaching and learning increases</li> <li>'Community of Learners' is enhanced</li> </ul>	
	<ul style="list-style-type: none"> <li>Release 2 teachers for one day per term to work with Bron in Planning for the next term's work with her</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>		
	<ul style="list-style-type: none"> <li>Identify key areas where staff needs support and PD</li> <li>Maintain ICT Workshops as run this year .</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Term 3</li> </ul>		
	<ul style="list-style-type: none"> <li>Bron or E-Learning Team member to facilitate conversations about the E-learning – what works, what isn't working; planning</li> <li>E-Learning Curriculum team meets and discusses regularly</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> <li>E-learning member</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>		
	<ul style="list-style-type: none"> <li>Voluntary E-Learning workshops every second week to continue to meet identified needs - Resource Bank and ARB's?</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>		
	<ul style="list-style-type: none"> <li>Establish a Two Touch group to work with Richard in improving the use and knowledge of the Two Touch Board.</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>		
	<ul style="list-style-type: none"> <li>Send key staff to courses or local/national conferences as necessary <ul style="list-style-type: none"> <li>KnowledgeNET conf.</li> <li>ULearn</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sandy</li> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>		

• Students are proficient in digital literacy skills; the language of ICT; - knowing how to access, manage, integrate, interpret, evaluate and create (at the app level)					
Specific ICT plan to be developed each term to teach ICT skills which will be transferred to the classroom	<ul style="list-style-type: none"> <li>• Develop an ICT plan that supports the teaching and learning for the term.</li> <li>• ICT Term plan for the specific teaching of ICT skills.</li> <li>• Review at end of term.</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> <li>• Supported by Whanau Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• End of each term</li> </ul>	<ul style="list-style-type: none"> <li>• Students' confidence and competence in using a variety of e-learning tools.</li> </ul>	
Develop and overview/ progression of ICT skills that children should be acquiring. A Freemans Bay student can...	<ul style="list-style-type: none"> <li>• E-Learning Curriculum Team will develop a list of ICT skill progressions under programmes used for managing, using and connecting.</li> <li>• Connect with authentic purposes via planning.</li> <li>• Trial and review.</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> <li>• Curriculum Team</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> </ul>		
• Establish and maintain a "Cybersafe" environment.					
Establish and maintain a "Cybersafe" environment.	<ul style="list-style-type: none"> <li>• Set up a "Cybersafety Team" and schedule regular meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> </ul>	<ul style="list-style-type: none"> <li>• Students are safe when online</li> <li>• Students, parents and staff know expectations and consequences.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Review confidentiality and privacy procedures.</li> <li>• Communicate with all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> </ul>		
	<ul style="list-style-type: none"> <li>• Review an Internet Safety Procedure.</li> <li>• Specifically review the consequences of breach.</li> <li>• Update the User Agreements.</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> </ul>		
	<ul style="list-style-type: none"> <li>• CST to review User Agreements for each child and modify as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> </ul>		
	<ul style="list-style-type: none"> <li>• Inform new staff and children of process.</li> <li>• Bron take whole class lesson in first few weeks, reviewing agreement and explaining network/logons to kids.</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> </ul>		
	<ul style="list-style-type: none"> <li>• User Agreements and Publishing Permission to be added to CM</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> <li>• Office Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>		
	<ul style="list-style-type: none"> <li>• All staff and children to sign a Use Agreement before able to use ICT equipment on enrolment and at the beginning of each school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> <li>• Office Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>		
	<ul style="list-style-type: none"> <li>• As part of the KOS safe unit look at Keeping CyberSafe.</li> <li>• Get a speaker from Netsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> <li>• Whanau Leader</li> </ul>	<ul style="list-style-type: none"> <li>• Term 3</li> </ul>		
• Maintain ICT Infrastructure to ensure continual reliability and consistency.					
Strengthen administration practices	<ul style="list-style-type: none"> <li>• Regularly update school website.</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> <li>• Janene</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Communication enhanced</li> </ul>	
	<ul style="list-style-type: none"> <li>• Inform new and returning staff about ICT procedures and processes and e-learning requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> <li>• Whanau Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency across school</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>MUSAC:</b> <ul style="list-style-type: none"> <li>• After consultation, maintain report format in line with the new curriculum and standards.</li> <li>• Up-skill staff on CM and data management/analysis.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Bron</li> <li>• Curriculum Leaders</li> <li>• SMT</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1-2</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting is accurate, consistent and inline with expectations</li> </ul>	

Ongoing resourcing of hardware, software and peripherals.	<ul style="list-style-type: none"> <li>Review and tidy Smartboards/ TwoTouch Boards – check image quality and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Bron and Doug</li> </ul>	<ul style="list-style-type: none"> <li>School Holidays</li> </ul>	<ul style="list-style-type: none"> <li>Network is reliable and fast</li> <li>Minimal barriers to e-learning</li> <li>Tools available to support e-learning</li> </ul>	
	<ul style="list-style-type: none"> <li>Set up all classrooms with necessary ICT equipment – as per 'essentials' list.</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> <li>Sandy</li> <li>Sarah</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>		
	<ul style="list-style-type: none"> <li>Review number, age and operability of computers</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Term 4</li> </ul>		
	<ul style="list-style-type: none"> <li>Maintain an inventory of ICT equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Bron</li> </ul>	<ul style="list-style-type: none"> <li>Term 1/ 4</li> </ul>		
	<ul style="list-style-type: none"> <li>Establish and maintain reliable network</li> </ul>	<ul style="list-style-type: none"> <li>Isometrics</li> <li>Doug</li> </ul>	<ul style="list-style-type: none"> <li>Term 2</li> </ul>		

Freemans Bay School Maori and Pasifika Action Plan  
2011

**Overall Goal : To support and strengthen achievement and engagement of Maori and Pasifika Students**

Specific Action Required	How will it be implemented?	Led by	Timeline	Expected outcomes	Actual Outcome
<b>Objective: To support and strengthen achievement and engagement of Maori and Pasifika Students</b>					
Identify barriers which prevent Maori and Pasifika from reaching their potential.	<ul style="list-style-type: none"> <li>Utilise attendance information and late book to determine attendance levels of Maori and Pasifika students.</li> <li>Develop an on-line survey to ascertain possible barriers and suggestions as to how they think these barriers can be addressed.</li> <li>Establish a group of students and interested parents to discuss the results of the survey.</li> <li>Develop strategies to address those barriers.</li> </ul>	<ul style="list-style-type: none"> <li>Machelle</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Information from attendance and the survey will be utilised to develop strategies to address barriers.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Establish culturally responsive learning programmes	<ul style="list-style-type: none"> <li>Provide PD to deepen the cultural understanding of teachers towards Maori and Pasifika students.</li> <li>Establish support systems to ensure culturally responsive programmes are planned.</li> <li>At the end of each term each whanau will reflect on the impact of their learning programmes on the progress of Maori and Pasifika students.</li> <li>Appropriate changes to be made when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Machelle (Team Solutions)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be more aware and confident with incorporating cultural aspects in planning.</li> <li>Planning will demonstrate reflective practice.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Identify Maori and Pasifika students who are not progressing	<ul style="list-style-type: none"> <li>Monitor progress at the beginning, middle and end of each year.</li> <li>Analyse data to:               <ul style="list-style-type: none"> <li>Track progress of Maori and Pasifika students</li> <li>Identify students not meeting the standards</li> <li>Use data to design modified programmes to support their learning</li> <li>Use Target Children Planning Sheet.</li> <li>Easy access to data for Maori and Pasifika students on MUSAC</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Machelle</li> <li>Whānau Leaders</li> <li>Sarah</li> <li>Anne</li> <li>Janis</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Maori and Pasifika students will show progress.</li> <li>Teachers will become more confident to analyse, compare and use data to plan for targeted students to raise achievement.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
27 Create more opportunities for Maori and Pasifika parents to feel connected to the school	<ul style="list-style-type: none"> <li>To develop stronger consultation systems to ensure the school meets with, and gets feedback, from the Maori and Pasifika whānau.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<ul style="list-style-type: none"><li>• To begin to develop a relationship with parents and whānau that supports parents as first teachers.</li><li>• Consult with Whanau Ata parents on how we can create stronger links between all Maori and Pasifika parents within the wider school.</li><li>• Strengthen home-school partnerships.</li></ul>				
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Freemans Bay School Whanau Ata Action Plan  
2011

**Overall Goal : Ensure all students in Whanau Ata will be literate and numerate within level 1 Maori medium**

Specific Action Required	How will it be implemented?	Led by	Timeline	Expected outcomes	Actual Outcome
To develop and implement Te Marautanga	<ul style="list-style-type: none"> <li>• To align Te Marautanga to the Freemans Bay School curriculum</li> <li>• Implement</li> </ul>	<ul style="list-style-type: none"> <li>• Mabelle</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers confident in implementing Te Marautanga</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
To actively participate in Te Whakatipuranga PD for panui	<ul style="list-style-type: none"> <li>• To attend all workshops provided</li> <li>• To have on-going dialogue and discussion about knowledge gained from PD</li> <li>• To compare new assessment practice to current assessment practice</li> </ul>	<ul style="list-style-type: none"> <li>• Mabelle</li> <li>• Ania</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers knowledge will develop</li> <li>• New resources will be used accordingly</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
To use assessment tools from TWPD to set targets for tuhituhi and panui.	<ul style="list-style-type: none"> <li>• To implement all necessary assessments in order to gain levels of all tamariki.</li> <li>• To use assessment tools regularly to become familiar with the implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Mabelle</li> <li>• Ania</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will develop confidence when implementing new assessment tools and practices.</li> <li>• Grouping of tamariki will be effective.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
To analyse data from assessments to identify target tamariki who require a modified programme.	<ul style="list-style-type: none"> <li>• Regular discussions about children of concern</li> <li>• Support given to set up and implement programmes for targeted tamariki.</li> </ul>	<ul style="list-style-type: none"> <li>• Mabelle</li> <li>• Ania</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Using the analysis of data will impact directly on students' learning.</li> <li>• The quality of teaching will increase.</li> <li>• Engagement and student achievement outcomes will improve.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

# Freemans Bay School 2011 Maths Action Plan

**Overall Goal : Improve student achievement**

**Rationale: By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically and logically. They learn to structure and organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.**

Specific Action Required	How will it be implemented?	Led by	Timeline	Expected Outcome	Actual Outcome
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**Objective: To ensure that a broad and balanced maths curriculum is being taught a minimum of four one hour sessions per week in every class.**

Develop a school-wide maths overview that reflects agreed practice.	<p>Review and remodel maths overview</p> <p>Meet Curriculum Team to redraft current overview. This will incorporate feedback from teachers from the 2010 overview. Particularly how we teach strand.</p> <p>Present new overview to SMT and modify where appropriate.</p> <p>Consult all teachers and ask for feedback on new overview. This will be done at syndicate level. Modify where appropriate.</p>	<p>Anne</p> <p>Maths Curriculum team</p> <p>SMT</p>	Term 4 2010	<p>In-depth coverage of the curriculum</p> <p>Overview will support teachers gaining valid data for future learning, and to integrate into other curriculum areas.</p>	
Improve quality of teaching and learning.	<p>Modelled lessons by buddy teachers including feedback sessions. This could include videoing lesson and discussion.</p>	Anne and Buddy teachers	One or two sessions per teacher	<p>Teacher will have the opportunity to refine their teaching practise.</p> <p>Improve student outcomes and learning experiences.</p>	
30	<p>Planned observations of Maths lesson and learning conversation for next learning/ teaching steps. This might be increased to two observations. Anne to discuss with SMT.</p>	Anne	Term 2 and 3		

**Objective: To ensure assessment data is being collection and judged in a consistent way.**

To continue to develop the validity and quality of assessments data is collected and judged in a consistent way.	Staff meeting to go over the administration of GLOSS  Workshop for teachers needing extra support, if required.	Anne  Maths Curriculum Team	Term 1  and  Term 3	More reliable data which is more consistence across the whole school.	
	Develop a list of assessments, activities and ways of recording anecdotal evidence which we can collect. This is designed to ensure we make quality judgement on whether a student meets the standards.  This will be developed into an overview type format to help guide teachers in 2011.	Anne and SMT	Ongoing	Teacher will feel supported throughout the year when gathering data to make quality and valid OTJ's.  A consistent approach to gathering data across the school.	
	Teachers released in syndicate groups for two half days to moderate information gather on students. This will include GLOSS, mini tests, activities, anecdotal notes etc. This is to support valid and quality judgement being made against the National Standards.	Whanau Teams and Anne	Term 1 and Term 4		

**Objective: To further develop teachers knowledge of the Numeracy Project and the resources linked to it.**

Support new teachers by analyse individuals needs. This could include observation feedback, goal setting and self evaluation.  Meet teacher needs through a series of workshops.	Anne and SM team will do a review of teachers needs.  Develop an action plan for workshops from needs based analysis at team level.	Anne and Curriculum Team	Two meetings each term	Improved knowledge and teaching practise when teaching mathematics.  Improve students outcomes	
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**Objective: Develop the use of Mathletics as a teaching and learning tool**

Use Mathletics to support the Mathematics learning in the classroom.	Each would ideally have 8 computers in classroom to enable a group to complete Mathletics as part of the rotation. This would mean purchasing two new computers per class  PD for teachers in how to integrate Mathletics into the Maths group rotation and link to learning.  Weekly meetings to support teacher when setting weekly activities for students.	Anne and Bronwyn	Ongoing	Improve accessibility to learning through e-learning.  Teacher's content knowledge of Mathletics will be improved.	
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