

**BUCKLANDS BEACH
INTERMEDIATE SCHOOL**

**CHARTER
AND
STRATEGIC PLAN
2010 - 12**

“Whaia te tikitiki - Reach for the heights”

1 Statement of Commitment

In accordance with Section 64 of the Education Act, this Charter sets out the aims, purposes and objectives of Bucklands Beach Intermediate School. It also incorporates the school’s strategic plan along with annual goals and targets for improving student learning outcomes. The Charter includes the National Education Guidelines (NAGS), and the national education priorities set by the Government of the day.

The needs of the students and their learning shall be the focus of this school. By following the core values and guiding principles of this plan, the Board of Trustees will ensure that all students are given an education that enhances their learning, builds on their needs, and respects their individuality and dignity. The education provided will challenge them to achieve personal standards of excellence and to reach their full potential. The whole school curriculum will be designed to advance these purposes.

This plan will show how the school expects to meet the aspirations of the school’s community and also how it intends to contribute towards the achievement of national education priorities.

The Board of Trustees will ensure the school meets the goals and objectives set out in this plan within the limits of the resources available.

Signed:

.....
Chairman, Board of Trustees

.....
Date

Ratified:

.....
For the Minister of Education

.....
Date

2 Our School

Buckland's Beach Intermediate School opened on 1 February 1976 with a roll of 199 students. Since those early days it has grown significantly. For many years the roll was stable in the mid 500-student range. Additional in-fill housing, immigration, and a growing demand for out of zone places, are all factors in causing the school roll to grow substantially in recent years.

In 1996 four new classrooms were built with a fifth added in 1997. Also in 1997 the school library was extended to cater for the increased numbers of students and to better cater for developments in the area of information technology. A new Performing Arts Centre was built in the 2000 school year.

To further cater for the continuing burgeoning roll an additional two classrooms were added during 2002 along with a new music room, allowing the old music room to revert to a standard classroom.

In 2004 funding was obtained from the Ministry to enable us to further extend the school library and to provide additional space for information and communication technology. A room to house teacher resources was also added.

In 2006, we built two more classrooms to provide additional teaching spaces for extension and support programmes.

The Administration Block was significantly extended including the addition of a new and enlarged teachers' staff and meeting room. The previous staff area was reconfigured into a number of different sized teaching spaces, a "Learning Centre", to cater for students requiring individual and small group teaching.

The most recent upgrade has been to our school hall that now has a theatrical physical appearance. We are also constantly upgrading the school grounds, as a well presented school is an important part of our culture. We plan to focus on our specialist block and extend our sports facilities in the years ahead.

To ensure students living in the local community are able to attend, an enrolment scheme, limiting the number of out of zone places available, has been in place since 1992. The home zone was reduced in size in 1999 in an effort to control the increase in student numbers. Quality rather than quantity is our goal! The school roll is now managed through the enrolment scheme. With the drop in numbers at our local contributing schools we have been able to maintain a consistent roll through taking increased numbers of out of zone students.

Over recent years Government immigration policies have resulted in significant changes to our school population. From a community with a predominant NZ born European population some years ago, we are now a multi-cultural school with the following ethnic balance:-

- NZ European/Pakeha 41.0%
- Asian 36.5%
- Other European 13.5%
- NZ Maori 3.5%
- Pasifika 1.5%
- Other groups 4%

A significant challenge for teaching staff is being able to adequately cater for all students owing to the wide range of ability levels present. Many students show a high degree of competence across the curriculum. At the other extreme is a significant number who need considerable additional assistance. Included in this group are the many students from non-English speaking backgrounds. Programmes are in place to provide additional assistance to these students.

BBI strives to be at the forefront of institutionalizing digital learning. The use of technology to enhance the learning experience at BBI has seen school invest heavily in hardware and infrastructure during the past 5 years. Approximately 10% of BBI students (as of March 2010) own personal laptops, which are fully integrated into class programmes.

The ongoing adoption of International Baccalaureate is a major current goal, and achievement of World School status is a target during the next 2 years.

The school has a decile rating of 9.

3 Our Vision

BBI students are self-motivated, with a love for learning. They are excited by the opportunities provided at school, and have the independence of spirit to become lifelong learners. They are active participants in their learning, rather than it being seen as something that is 'done' to them.

Learners give consideration to their own learning and experience, assessing and understanding their strengths and limitations in order to set targets and goals to support their learning and personal development. They are effective thinkers, with the creative, critical and metacognitive skills required to enable them to learn how to learn.

Students develop self awareness, courage and confidence in themselves as risk-takers in their learning. They are proud of their achievements, recognising their uniqueness. They are confident decision makers, and have high expectations of themselves and others.

Students have an understanding of the bicultural and multicultural nature of our school and New Zealand society. They are internationally-minded, future focused citizens, aware of their responsibilities towards the environment in which they exist, and to the people they share it with. Students act with integrity and respect, acknowledging the consequences of their actions.

In turn, BBI provides the structures, the environment and the support to enable each student to meet with success. There is a positive school culture based on mutual respect and understanding, inspiring all to strive for their personal best at all times.

For students to be successful, we establish a partnership between students, teachers and parents/ caregivers, with all working together in the best interests of the learner. The school actively promotes this partnership.

Student learning is the focus for all that we do.

4 Our Mission:

To educate, guide and mentor all students to become successful, internationally minded, lifelong learners.

5 Our Values and Beliefs:

Core Values – What we value:

- I. The learning needs of our students*
- II. Diversity and difference*
- III. Education seen as a partnership*
- IV. All learners are goal setters and reflective*
- V. Care for others and the environment*

In achieving our core values students will:

- Be active participants in their learning*
- Be safe and secure*
- Act with integrity and respect, and take responsibility for their actions*
- Make a positive difference to the lives of others and to the environment*
- Set goals to support their learning and personal development*
- Have high expectations and take pride in being a member of BBI*
- Respect NZ's bicultural and multicultural heritage*

In achieving our core values staff will:

- Develop innovative programmes which offer all students the opportunity to succeed*
- Create a welcoming learning environment*
- Maintain a climate of mutual respect*
- Strive for excellence*
- Respect NZ's bicultural and multicultural heritage*
- Be committed to achieving school's vision*
- consider themselves as learners and set goals for their development*

6 BBI Believes in:

- Students leading their learning
- Priority on academic excellence
- The importance of English and Mathematics.
- High standards in personal presentation and behaviour.
- The highest quality teaching by dedicated, qualified, experienced and specialist staff.
- The latest in teaching and learning methods.
- Being innovative.
- Full use of modern of modern computer technology as a learning tool across all curriculum areas.
- A supportive, caring environment which promotes self-worth and self respect.
- Appropriate programmes which will develop independence, enjoyment and success for each student.
- Inquiry is an integral part of our programmes and includes action.
- Programmes cater for different learning styles.
- Programmes to foster goal setting, decision making and reflection.
- Opportunities to develop leadership skills.
- Regular homework related to class programmes.
- Emphasis on two way teacher-parent communication and co-operation.
- Opportunities to participate in a wide range of musical and cultural activities.
- An extensive physical education and sporting programme.
- Outdoor education programmes for all students.

7 Strategic Goals:

The following strategic goals will be our focus for the period of this plan. They highlight the areas in which the school expects to demonstrate performance and achievement in relation to the Government's national education priorities as recorded in the National Administration Guidelines (NAGS).

These goals reflect three interlinking components believed essential for the overall development of our school

- a. Student progress and achievement.
- b. Support for the quality of learning and teaching.
- c. Physical and financial resources to support learning outcomes.

These goals and objectives are further expanded in the annual School Plan.

A. Student Progress and Achievement:

All associated with BBI will work towards enhancing learning by ensuring each student has access to an appropriate curriculum, is actively engaged in the learning process, and develops as a confident, connected, actively involved lifelong learner.

Goal 1: Literacy and Numeracy levels will be raised school wide.

To achieve this goal we will:-

- 1.1 Numeracy project will be sustained through Professional Development.
- 1.2 Literacy and Numeracy will form a regular part of the weekly staff PD sessions.
- 1.3 Provide PD to staff related to National Standards implementation, and PD related to monitoring standards thereafter.
- 1.4 Check student progress against National Standards twice annually.
- 1.5 Data will be used to inform next steps in teaching.
- 1.6 A range of data will be used to measure standards across the whole school in Numeracy and in Reading and Writing each year.

Goal 2: Students will be confident, connected, actively involved lifelong learners.

To achieve this goal we will:-

- 2.1 Ensure students regularly set learning goals and reflect upon their progress.

- 2.2 Monitor student work to see that teachers are providing appropriate feedback and feedforward comments.
- 2.3 Develop clear performance standards enabling students to monitor their own progress.
- 2.4 Use a 'student-led conference' structure when reporting to parents to provide opportunities for students to demonstrate their learning to parents/caregivers.
- 2.5 Promote authentic inquiry.
- 2.6 Further develop the concept of 'interdisciplinary learning' as a means of demonstrating and celebrating learning outcomes.

Goal 3: All students will experience success

- 3.1 All students maintain an eportfolio to record their achievements and learning.
- 3.2 Provide differentiation to develop programmes that enable all students to experience success.
- 3.3 Identify and analyse 'barriers to learning' and put in place strategies to address specific learning needs.
- 3.4 Monitor the progress of our Maori and Pasifika students to ensure they are meeting with success.
- 3.5 Continue to provide and monitor a holiday programme to target students who would benefit from additional intensive instruction.
- 3.6 LI's and SC's developed collaboratively with learners

Goal 4: The IB inquiry programme will have links to the NZ curriculum.

To achieve this goal we will:-

- 4.1 Provide appropriate PD for all staff.
- 4.2 Provide a framework within the ePortfolio where evidence of achievement and self reflection in inquiry reflecting IB and NZ Curriculum.
- 4.3 A framework will be set up showing a diagrammatic between IB and NZ Curriculum.

Goal 5: Students will become proficient in using a range of technologies to access, process and communicate their learning.

To achieve this goal we will:-

- 5.1 Create a school wide culture of using technology inclusively.
- 5.2 Provide digital learning and presentation opportunities.
- 5.3 Maintain and provide PD in web based ePortfolios for all students.
- 5.4 Ensure specialist programmes utilise technologies and are dynamic in their structure.

Goal 6: Students will become global citizens, understanding their role in the future development of their society.

To achieve this goal we will:-

- 7.1 Provide opportunities to value the cultural diversity existing within our school.
- 7.2 Ensure students demonstrate respect for the differences existing in cultures, race and gender.
- 7.3 Develop programmes for a language other than English and Te Reo.
- 7.4 Ensure students are supported within a safe environment.
- 7.5 Monitor programming and outcomes to ensure there is equity in learning irrespective of culture or gender.
- 7.6 Provide career guidance to all students.

Goal 7: Outcomes for Maori students will be progressed.

To achieve this goal we will:-

- 8.1 Develop a school wide programme in Te Reo and Tikanga Maori.
- 8.2 Work with parents, who wish to have their children's instruction in Te Reo, and find a means of achieving this goal.
- 8.3 Consult with the Maori community and report annually on targets set demonstrating the success of Maori students relative to their cohorts.

B. Supporting Quality Teaching and Learning

In order to optimise opportunities for students and teachers to achieve highly it is essential appropriate support structures that best support quality teaching and learning are in place.

Goal 1: Our school culture will attract, retain and develop quality teaching and support staff.

To achieve this goal we will:-

- 1.1 Maintain current structures and explore further opportunities to support teachers in their work.
- 1.2 Develop innovative programmes.
- 1.3 Maintain an induction process to assist new staff members on arrival at our school.
- 1.4 Provide support structures to assist teachers with identified need.
- 1.5 Ensure teaching staff communicate regularly with parents regarding student progress.

Goal 2: Teaching staff will recognise the need for continuing professional development that promotes personal growth.

To achieve this goal we will:-

- 2.1 Support teachers annually in pursuing professional development opportunities that enhance teaching performance.
- 2.2 Continue to develop performance appraisal structures that recognise staff strengths and identify future professional development goals.
- 2.3 Establish an annual plan for on-going teacher professional development.
- 2.4 Set up a database recording teacher professional development activities and school funding provided.
- 2.5 Encourage staff to become reflective practitioners, open to new ideas.

Goal 3: Excellence in learning will be recognised and celebrated.

To achieve this goal we will:-

- 3.1 Develop a culture of celebration and sharing of learning with staff, parents and students.
- 3.2 Ensure excellence in learning is celebrated throughout the wider community.
- 3.3 Use the Portfolio and ePortfolio to demonstrate excellence in teaching and learning.
- 3.4 Ensure staff acknowledge and celebrate the special contributions and achievements of other staff and students within the school.
- 3.5 Provide opportunities for staff to observe and coach one another in areas of strength.

Goal 4: The school's environment will encourage the capabilities and worth of individuals.

To achieve this goal we will:-

- 4.1 Ensure students and all school personnel show mutual respect for one another.
- 4.2 Provide opportunities for students to share in appropriate decision making within the classroom and the school.
- 4.3 Ensure all staff model the standards expected from students.
- 4.4 Work with students to develop healthy, positive self-concepts that enable them to appreciate success – academically, personally and socially.
- 4.5 Have strategies in place to ensure parents and visitors feel welcome in the school.
- 4.6 Encourage parent and community volunteers to play an active role in school programming.

C. Physical and financial resources to support learning outcomes.

In order for students and teachers to achieve highly it is essential the physical, financial and structural resources that best support curriculum goals be supplied.

Goal 1: Physical resources will be provided to support curriculum goals.

To achieve this goal we will:-

- 1.1 Annually prepare a budget to meet curriculum goals.
- 1.2 Ensure appropriate and relevant materials are available for each student.
- 1.3 Ensure equipment, supplies and services needed to support the curriculum are available.
- 1.4 Ensure resources are provided to support new initiatives.
- 1.5 Ensure time, personnel and financial resources for staff development are provided within and outside the school day.
- 1.6 Work towards the building of a new school gymnasium.

Goal 2: A stimulating and aesthetically inviting safe school environment will be maintained.

To achieve this goal we will:-

- 2.1 Review the school's 'safe schools' policy and procedures.
- 2.2 Review all policies and procedures related to possible school emergencies.
- 2.3 Conduct a safety audit a minimum of once a school term.
- 2.4 Annually develop a plan that looks at property improvements with respect to safety and aesthetics.
- 2.5 Support staff in developing stimulating classroom environments.

Goal 3: Appropriate technologies will be used to enrich learning across the curriculum.

To achieve this goal we will:-

- 3.1 Continue to maintain and upgrade existing technologies.
- 3.2 Promote innovative use of technologies.
- 3.3 Ensure technological outcomes reflect new innovations and are celebrated with students and staff.

8 Annual Goals 2010:

Priorities and actions identified for the 2010 year are outlined more fully in the plans that follow. These indicate specific priority target areas for improving student achievement. They also indicate areas to be reviewed along with other key developments.

Analysis of student achievement during the 2009 school year has assisted with the identification of targets for the current year as well as baseline data collected February 2010.

Detailed Action Plans are recorded for major focus areas. These Plans record the specific targets set as priorities for improving student achievement during the 2010 school year along with additional project areas identified for school wide review. Staff will also engage in professional learning communities related to priority areas for BBI – English, Maths, ICT/ePortfolios and Health and P.E.

A full report for each target in line with National Standards and review area will be presented to the Board of Trustees prior to the end of the school year. This report will be made available for parents and other interested parties.