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CHARTER 2019-2021

Review version 5

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School Mission:

Brookfield School will nurture the child and foster a community of learners.

School Vision

Our children will have a strong sense of identity and worth that will provide the foundation for working together to learn and achieve. This will be achieved through the provision of parallel learning pathways; Te Marautanga o Aotearoa and the New Zealand Curriculum.

School Motto:

Poipoia Kia Rere
Learning Together - Achieving More

LEARNING FRAMEWORK

THE BROOKFIELD LEARNER

Wananga

Thinking

- Can use initiative and make informed decisions.
- Is reflective about their learning.

Rangatiratanga

Managing Self

- Can take risks and accepts challenges.
- Able to be organised.
- Aims for personal excellence.
- Shows resilience.

Whakawhanaungatanga

Relating to Others

- Is hospitable and looks after others.
- Are aware of how words and actions effects others.
- Interactively effectively with a diverse range of people in a wide variety of contexts.

Mana / Whenuatanga

Relating to Others

- Knows about where they are from and how they inform their own culture, values and beliefs.

Whaiwhaitanga

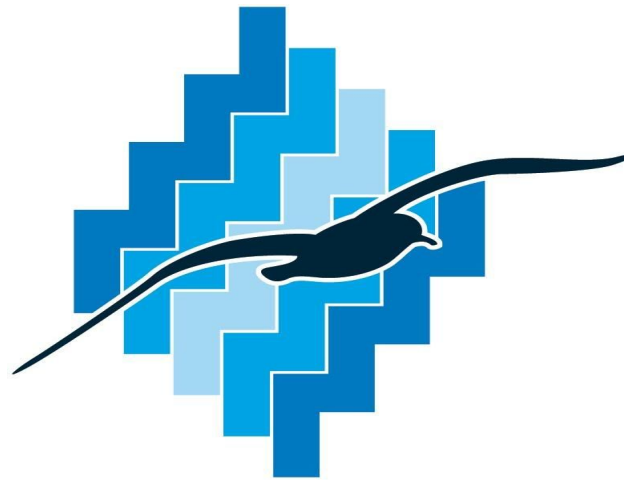
Participating and contributing

- Is able to work in a group.
- Accepting other people's' opinions
- Sharing their own ideas
- Show respect for and contribute to the school and local community.

Ako

Using language, symbols and texts

- Is confident with using ICT to support learning.
- Can effectively communicate with others.
- Can understand and use language, symbols and texts.



POIPOIA KIA RERE

LEARNING TOGETHER – ACHIEVING MORE

Strategic Direction Goals:

Goal 1:	Teachers are deliberate and include students and whānau in their assessment practices as a partnership in order to facilitate effective learning and acceleration.
Goal 2:	Powerful co-constructed learning opportunities exploring in depth the Vision, Values and Principles of the New Zealand Curriculum and Te Marautanga o Aotearoa including Key and Cultural Competencies.
Goal 3:	All students, inclusive of priority learners, learners from different cultures, learners with special education needs and vulnerable children are able to access the New Zealand Curriculum and Te Marautanga o Aotearoa.

Brookfield School Annual Plan



Goal 1:

Teachers are deliberate and include students and whānau in their assessment practices as a partnership in order to facilitate effective learning and acceleration.

Action	Expected Outcome	Responsibility	Timeframe	Resourcing
Teachers have positive learning relationships	Regular, responsive and ongoing communication	Oral Language -	On-going	Jane Van der Zeyden - Oral language

<p>through understanding and valuing each individual student.</p>	<p>between home and school. Staff building a positive relationship with child and open communication with family/whānau/caregivers to support individual students and their learning.</p> <p>Whakawhānaungatanga picnic with each class. School wide - open door policy and teachers available every morning and afternoon. Team Leaders / SENCO collect data from previous preschools/kohanga reo/schools that will support child at Brookfield School.</p> <p>Regular engagement with whānau over whānau aspirations.</p>	<p>Amy O’Sullivan Team Leader. Kāhui Ako AST</p> <p>Writing & Maths Ngaire Gow Team Leader. Kāhui Ako AST</p> <p>Pāngarau Kirsty Schulze Team Leader.</p>		<p>Ian Hunter Writing Dr Bobbi Hunter Maths</p> <p>Ros Bartosh</p> <p>Attend Professional Learning provided by the Kāhui Ako (COL) in Oral Language, Writing and Hauora. Teacher Only Day workshops provided 4 March 2019.</p> <p>MOE provided PLD - Pāngarau, Tuhituhi, PB4L and Appraisals.</p> <p>Targeted in-school PLD to improve student achievement (Led by the SLT in close consultation with all Teaching Staff).</p>
<p>New students engage in learning at Brookfield School within 4 weeks.</p>	<p>Transition progress and whānau interaction. Data collected by classroom teachers and shared team wide and student whānau and goals</p>	<p>Carol Burborough Barbara Phillips /SENCO Team Leaders</p>	<p>On-going</p>	<p>Kāhui Ako Steering Committees and Hui with DP transitioning.</p>

	established from finding and whānau aspirations.			
Learning extension programmes are in place	Communication have been made with family. Students have been placed into school extension group with DP. Provide extension programmes for Te Reo Māori, Gate students and external examinations eg: UNSW, ICAS testing.	Carol Burborough Classroom Teacher	On-going	Emma Bryant & Rachael Rowley AST's with Robin Holding Write That Essay Neuroscience PLD Jared Cooney Horvath
Teachers understand how to select, administer and report using selected assessment tools.	Evidence of extension in planning through a variety of formative and summative assessment.	Carol Burborough Classroom Teacher	On-going	Paula Walker Making judgements In writing from Years 2-4

Goal 2.

Powerful co-constructed learning opportunities exploring in depth the Vision, Values and Principles of the New Zealand Curriculum and Te Marautanga o Aotearoa including Key and Cultural Competencies.

Action	Expected Outcome	Responsibility	Timeframe	Resourcing
Teachers understand Teaching as Inquiry and how this is used to support students with additional academic needs.	Clear evidence of teachers planning using the Key Thinking Concepts & Inquiry Cycle to deepen their Understanding.	Ngaere Durie Carol Burborough Senior Management team. Team Leaders.	Ongoing Term 3/4	Dr Wendy Moore PD in Auckland July.

Teachers understand and use school-wide systems supporting positive engagement in learning.	Adherence to LOTS processes as referenced in Effective Teacher Profile - Appraisals. Established positive working relationships with whānau, making connections to whakapapa, And tangata -whenuatanga.	Senior Leader Team PB4L Team Kāhui Ako SENCO	Term 1 - 4	PB4L MOE Team Tier 1 Books -
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Goal 3.

All students, inclusive of priority learners, learners from different cultures, learners with special education needs and vulnerable children are able to access the New Zealand Curriculum and Te Marautanga o Aotearoa.

Action	Expected Outcome	Responsibility	Timeframe	Resourcing
Students with additional learning needs are identified and resourced to meet their potential.	-Implement a tracking system (beginning, middle, advanced) within each curriculum level for monitoring student progress that need require additional academic support. Use this system to collect relevant data for transitioning / entry to exit data on every student.	Carol Burborough Senior Management team. Team Leaders.	Term 1 - 4 Each Term.	Alex Hotere-Barnes Including Whānau Māori Aspirations in English Medium Classrooms Paul Prangley The Developing Brain and Behaviour Positive Behaviour for Learning Strategies -

	<p>Communicating with whānau around their aspirations and goals for their child and timeframes established around the need of the child.</p> <p>Providing Teachers with additional support from Learning Support within the school.</p> <p>Teacher Aide Support is provided and extra support is offered by the BOT.</p> <p>IEP and Parent conferences based around the needs of the child.</p> <p>Programmes establish to support students in need: Reading Club, Reading Recovery, Seasons Programme (Growing through Grief) and outside agencies RTLB etc.</p> <p>SENCO apply to outside agencies to provide extra</p>	<p>Barbara / Behaviour Management Team Kāhui Ako.</p>		<p>integrated into classes and including the LOTS.</p> <p>Matt Simeon Smiling Mind. Mindfulness in the Classroom.</p>
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STRATEGIC LONG TERM PLAN



	2019	2020	2021
<p>Goal 1. Teachers are deliberate and include students and whānau in their assessment practices as a partnership in order to facilitate effective learning and acceleration.</p>	<p><u>Objective 1:</u> Teachers have positive learning relationships through understanding and valuing each individual student.</p>	<p><u>Objective 1:</u> Teachers know the needs of their students and have included their whānau aspirations.</p>	<p><u>Objective 1:</u> Teachers explicitly know the needs of their students in each curriculum area and have included their whānau aspirations in their planning.</p>
	<p><u>Objective 2:</u> New students engage in learning at Brookfield School within 4 weeks.</p>	<p><u>Objective 2:</u> Team Leaders have collected and collated data from previous places e.g. Kohanga Reo / Daycare / Puna Reo and Kindergarten. Students successfully transition in to Brookfield school and across year levels or classes.</p>	<p><u>Objective 2:</u> Students successfully transition in to Brookfield school. All transitions across and into school have followed Brookfield School transition programme and settled into school within four weeks.</p>
	<p><u>Objective 3:</u> Learning extension programmes are in place</p>	<p><u>Objective 3:</u> Learning extension programmes and are reviewed.</p>	<p><u>Objective 3:</u> Effective learning extension programmes are in place and the progress of these students is monitored.</p>

	<p><u>Objective 4:</u> Learning information is gathered, analysed and used to support learning for individual students</p>	<p><u>Objective 4:</u> Learning information is effectively gathered, analysed and supports best practice.</p>	<p><u>Objective 4:</u> Learning information is effectively gathered, analysed and used to support learning for individual students. Best practice is supported by research and explicitly meets the needs of the Brookfield Learner.</p>
	<p><u>Objective 5:</u> Teachers understand how to select, administer and report using selected assessment tools.</p>	<p><u>Objective 5:</u> Senior Leadership Team including SENCO are alerted quickly to urgent learning information.</p>	
<p>Goal 2. Powerful co-constructed learning opportunities exploring in depth the Vision, Values and Principles of the New Zealand Curriculum and Te Marautanga o Aotearoa including Key and Cultural Competencies.</p>	<p><u>Objective 1:</u> Teachers understand Teaching as Inquiry and how this is used to support target students.</p>	<p><u>Objective 1:</u> A localised curriculum is developed and implemented.</p>	<p><u>Objective 1:</u> Teaching as Inquiry is focused on target students and includes localised curriculum.</p>
	<p><u>Objective 2:</u> Teachers understand and use school-wide systems supporting positive engagement in learning.</p>	<p><u>Objective 2:</u> Positive Behaviour for Learning systems implemented and operating to expectations and standards. This is included in school values, appraisals and localised curriculum.</p>	<p><u>Objective 2:</u> Positive Behaviour for Learning systems operating to expectations and high standards. Clear line of sight in curriculum and all school wide documentation.</p>

<p>Goal 3. All students, inclusive of priority learners, learners from different cultures, learners with special education needs and vulnerable children are able to access the New Zealand Curriculum and Te Marautanga o Aotearoa.</p>	<p><u>Objective 1:</u> Students with additional learning needs are identified and resourced to meet their potential.</p>	<p><u>Objective 1:</u> Review programmes and resources in place to ensure they are flexible enough to meet current and future needs.</p>	<p><u>Objective 1:</u> Additional learning needs are addressed and resources are in place to upskill staff for sustainability.</p>
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2019 TARGETS



GOAL 1: Teachers are deliberate and include students and whānau in their assessment practices as a partnership in order to facilitate effective learning and acceleration.

TARGET:

- Students successfully transition in to Brookfield school and across year levels or classes.
- Regular Whānau engagement between teachers and families.
- All students to make 1 years academic progress per year in Reading
- Writing and Maths - 75% at/above expected curriculum level
- Targets to be established at end of Term 2.
- Students with additional academic learning needs: accelerate progress of male Māori and Pasifika males in Writing.

Writing - Māori Boys.

- Year Six: To move 8 of the 12 Māori boys who are not performing to the expected curriculum level- to the expected curriculum level.
- Year Five: To move 4 of the 5 Māori boys who are not performing to the expected curriculum level- to the expected curriculum level.
- Year Four: To move 3 of the 5 Māori boys who are not performing to the expected curriculum level- to the expected curriculum level.

Oral Language

- Six children who score 15 or below in the Record of Oral language (ROL) in the Five-Year Entry Survey will undertake a priority learning programme with our aim for each child to score 20 or above in summative testing of ROL.

Rumaki Writing (English)

- Year 6: To move 2 out of the 3 students from below their curriculum level to their correct curriculum level.
- Year 5: To move 4 out of the 7 students from below to their curriculum level to their correct curriculum level.
- Year 4: To move 5 out of the 7 students from below to their curriculum level to their correct curriculum level.

Rumaki Pāngarau

REPORTED TO BOT: Term 3 / 4

GOAL 2: Powerful co-constructed learning opportunities exploring in depth the Vision, Values and Principles of the New Zealand Curriculum and Te Marautanga o Aotearoa including Key and Cultural Competencies.

TARGET:

- Teachers understand Teaching as Inquiry and how this is used to support target students.
- A localised curriculum is developed and included Our Code Our Standards.

REPORTED TO BOT: Each term

GOAL 3: All students, inclusive of priority learners, learners from different cultures, learners with special education needs and vulnerable children are able to access the New Zealand Curriculum and Te Marautanga o Aotearoa.

TARGET:

- Students with additional learning needs are identified and resourced to meet their potential.

REPORTED TO BOT: Each term