



B H B I Blockhouse Bay
Intermediate
Stand Tall Ruia Taitea



2018 CHARTER

Our Vision

Ruia Taitea

We Stand Tall by our values and principles.



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Intermediate
Stand Tall Ruia Taitea





STRATEGIC GOALS

Wellbeing - Hauora

Learners will recognise the uniqueness of adolescence and learn to take care of their own and others physical, mental, emotional, social and spiritual well-being. Our physical environment will reflect the needs of our 21st century learners

Learning to learn - Ako

Learners will be life long active participants who strive to achieve personal excellence and integrity to maximise their potential

Service –Mahi Tahī

Learners understand that they are members of a wider, global community who respond and contribute needs in their environment with compassion and care

Culturally Responsive and Respectful - Whanaungatanga

Learners will value the importance of their own identity and that of others. They will celebrate equity, difference, diversity of culture and language

OUR VALUES

RESPECT Manaakitanga

- To cultivate positive friendships *I know and understand how to be a friend.*
- To accept diverse abilities and individual excellence *I accept the differences of others*
- To hold high expectations of oneself through the support of others. *I strive for excellence in all that I do*

RELATIONSHIPS Whanaungatanga

- To treat yourself and others with care and value *I treat myself and my body and others with care and value*
- To honour the rules of home, school and community *I honour the rules of my society*
- To take care with other people's property and belongings *I am careful with property and belongings*

WELL-BEING Wairuatanga

- To be responsible for making healthy choices *I make healthy choices*
- To set goals, stay focused and stick with the task until completed. *I achieve my goals*
- To do your share of the work *I am a team player*
- To recognize and learn from your mistakes *I accept I make mistakes and I learn from them*
- Demonstrate initiative and perseverance in overcoming difficulties. *I persevere even when it's tough*

LEADERSHIP Rangatiratanga

- To practice self-determination and self-efficacy
- *I believe in myself to perform challenging tasks*
- *I show motivation, persistence and organization*
- *I self-manage and self-regulate in order to lead*
- *I lead with mana (influence, prestige, power) and humility*

STRATEGIC INDICATORS

Visible Learning / Assessment tools

Teachers supporting students to use and understand assessment rubric/material to improve progress and achievement.
Teachers developing the ability to use an eclectic triangulation of evidence to support OTJs

Student focused pedagogy / Cultural Responsiveness

Staff having and understanding of the cultural competencies and display this in the way they operate.
Student identity is reflected in the classroom.
Student and Community Voice are collected school wide and via classroom programmes and evaluating impact

School Wide Positive Behavior for learning

Deliberate teaching component
Implementation of values teaching school wide.
Design Gaps analysis - Health Curriculum change.

2018

Visible Learning / Assessment tools

Student learning progression understood and visible in classrooms (planning, environment, student books, portfolios, data walls)
Students are confident self-directed learners.
Teachers confidently use an eclectic triangulation of evidence to support OTJs

Student focused pedagogy / Cultural Responsiveness

Tataiako Cultural competencies integrated into teacher appraisals.
Teacher planning and teaching reflects the values, attitudes and beliefs of New Zealand and the Pacific.

School Wide Positive Behavior for learning

Sustainability
Integrated into student behaviour pathways

2019

Visible Learning / Assessment tools

Alignment between visible learning and digital learning progressive pathways.
Students managing data points and co constructing qualitative indicators to map.
Whanau engaged and active in assessment literacy.
School wide cohesion in Visible Learning.

Student focused pedagogy / Cultural Responsiveness

Culturally responsive pedagogy - adaptive, creative, reflective. Life Long Learning connects people places and tools
Inclusive practice tests the wellness of our practice. Reviewing and testing to ensure equity in access to resources

School Wide Positive Behavior for learning

School Wide Positive Behavior for Learning embedded in our culture of engagement and visible in our practice.

2020

Change Enablement

Identification of the need to grow the leadership across school. Effective distributive leadership model and shared vision operates within all teams. Empower voice and capabilities to develop and refine leadership skills. Develop the bench strength of our leadership group (SLT).

We Deliver

AKO Learning

WHANAUNGATANGA Culture

HAUORA Well being

MAHI TAHI Service

RAISING STUDENT ACHIEVEMENT

Success Measures

Visible Learning / Assessment tools

Explicit planning and delivery.
Students can articulate where they are,
where they need to be and how to get
there.

Student focused pedagogy / Cultural Responsiveness

Student Achievement is measured
through progress.
Culture of learning/Way of being in the
school and community is alive and
transparent (progress for each student
against their learning targets)

School Wide Positive Behavior for learning

School Wide Positive Behavior for Learning
(SWPB4L) Tier 1 embedded.
Our values are visible and engaged with by
our community (planning and reporting)

Visible Learning / Assessment tools

Environment reflects the foundation of
knowledge of Visible Learning
(Learning is Transparent)
Teachers are accurately reporting student
progress.
High level assessment capable Assessment
tools

Student focused pedagogy / Cultural Responsiveness

Faces on the data - data walls and “knowing
thy learner” and “knowing thy impact.”
The school charter is rigorously reviewed to
capture the needs of our school community,
Cultural inclusiveness visible in our calendar

School Wide Positive Behavior for learning

Deliberate teaching component
Implementation of values teaching school wide.
Design Gaps analysis - Health Curriculum
change.

Visible Learning / Assessment tools

A comprehensive understanding & ability
to use effective tools consistently and
flexibly.

A high level of personal identification of
themselves reflected in the classroom.

Student focused pedagogy / Cultural Responsiveness

Student and Community voice are
cornerstones of what we do.
Students are actively connected
connected life long learners

School Wide Positive Behavior for learning

All stakeholders engage through our values.
SW is linked to Visible learning and Student
focused pedagogy – Teaching and learning.
Design Gaps analysis - Health Curriculum
change.
SWPB4L Tier 2 embedded.

**We
Deliver**

AKO

Learning

WHANAUNGATANGA

Culture

HAUORA

Well being

MAHI TAHI

Service

**RAISING
STUDENT
ACHIEVEMENT**

2018

2019

2020

Change Enablement

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BLOCKHOUSE BAY INTERMEDIATE

Rationale - Learner Agency = better outcomes, better relationships, improved collegiality

| Actions to achieve strategic goals | What success might look like | Who will lead and how will this be measured | Resourcing | Mid year review |
|---|---|--|---|-----------------|
| <p>Visible Learning / Assessment tools Explicit planning and delivery. Students can articulate where they are, where they need to be and how to get there.</p> <p>Student focused pedagogy / Cultural Responsiveness Student Achievement is measured through progress. Culture of learning/Way of being in the school and community is alive and transparent (progress for each student against their learning targets)</p> <p>School Wide Positive Behavior for learning School Wide Positive Behavior for Learning (SWPB4L) Tier 1 embedded. Our values are visible and engaged with by our community (planning and reporting)</p> | <p>Visible Learning / Assessment tools</p> <ul style="list-style-type: none"> Whānau / strategic groups drive community engagement and demystifying localised curriculum. Visible learning aligns with community of learners Individual learner pathways shared visible practice across school. Strategic goals visible school wide and in the language of our learners. Visible learning aligns with community of learners Individual learner pathways shared through data streams across schools. <p>Student focused pedagogy / Cultural Responsiveness</p> <ul style="list-style-type: none"> Our Code Our Practice guides teacher efficacy. COL / Curriculum leadership aligned to cultural responsiveness. Assessment literate community developed through our strategic indicators. BHBI localised curriculum continues to develop and engage beyond the community. Continue to invest in digital literacies and review practice. Coaching continues to guide positive relationships to overcome learner challenges <p>School Wide Positive Behavior for learning</p> <ul style="list-style-type: none"> Rewards for SWPB4L in action. Weekly lessons taught that reflect school needs analysis and data review School Goals visible school wide. New signage reflects our inclusive School Wide approach. | <ul style="list-style-type: none"> Teachers / whanau leaders / Senior Leadership Team. Measured through staff and team meetings, Improved NS outcomes. Reporting to Board. Senior Leadership Team (SLT) and Team leaders. Measured in the e portfolio in SMS. Staff review to report to BOT. Strategic teams (including COL in school leadership team) Oversight through SLT running distributed leadership to develop high performing teams SENCO, SWPB4L team. SWPB4L embedded and in action | <p>Yr2 VL \$19625 Leadership Coaching (Growth) 5 positions - \$19,000 Stage 4 GROWTH \$8k ULearn \$4k DP PLG \$1k EOTC 1 \$1K BT Kohia annual cost (3 BT,3 2nd Yr) \$4365 Pohutukawa - Specialist Conference \$5k PB4L Conference \$3k APPA - middle leadership conference \$2.5k Leadership conference \$3k Total - \$71k</p> <p>SWPB4L \$10 000</p> | |



GRADUATE PROFILE

I know my learning.
Past present
and future

I am globally
and
culturally
connected

I have high
expectations
of myself
and others

I am
technologically
savvy

I value
equity for
those with
less

I am aware
of my
career
options

I am able to
travel safely in
an uncertain
world

I am an
active
member of
my
community

I am
inspired
and
confident

I am
acknowledged
and valued

I am a
Leader
rather than
a follower