

**CAMPBELLS BAY
SCHOOL**

Not self, but service.

Ko te ratonga te tuatahi, ko koe te tuarua

Est. 1925

School Charter

2017

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Our motto

Not self, but service

Our vision

Growing learners for life who strive for excellence

Our values

We grow and encourage students who:

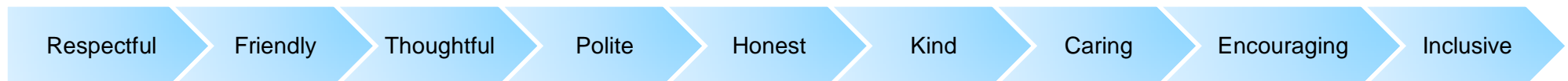
Have compassion for others

Respect diversity in the individual

Can foster and maintain a diverse range of social relationships

As they grow, act as role models for all students

And students who are



Our vision is to create learners for life who are:



GROWING LEARNERS FOR LIFE

learners for life are effective

communicators
thinkers
self managers
citizens

who strive for excellence

Not self, but service

Ko te ratonga te tuatahi, ho koe te tuarua

Effective Communicators who:

- Possess skills required to communicate fluently with speed and accuracy
- Clearly express thoughts, feelings and ideas in such a way that promotes the best outcome
- Consider the needs of the audience
- Analyse information and apply thinking skills in order to select what is relevant and respond effectively and appropriately

Effective Thinkers who understand that:

- Thinking underpins all learning; there is no learning without thinking
- Thinking empowers and connects people with their world; their past, present and future
- Effective thinking makes a purposeful difference to self, others and the environment
- An effective thinker applies critical, creative and caring thinking. They are strategic and reflective in their learning, making purposeful and ethical differences as they engage with their world
- It's important to have the ability to use an inquiry process

Effective Citizens who are motivated to:

- participate to the best of their abilities
- make a positive impact on themselves and their communities
- develop constructive relationships with others
- accept and respect the differences of others

Effective Self Managers who can:

- Prepare and organise themselves for learning both physically and emotionally
- Show an ability to take control of their own learning and behaviour in a positive way
- Be inquisitive learners demonstrating self-motivation and the ability to encourage others in their learning
- Lead, follow and act independently and understand when differing approaches are required

Te Reo Maori and Tikanga Maori

At Campbells Bay School we acknowledge New Zealand's bicultural society by recognising our Maori community. Implicit in understanding the bicultural nature of New Zealand is understanding that a culture can be defined at a physical, emotional and spiritual level.

Campbells Bay School is committed to providing students with educational experiences designed specifically to assist in understanding the principles upheld by the Treaty of Waitangi. The Board requires that teachers can demonstrate knowledge of the Treaty of Waitangi and Te Reo Me Ona Tikanga and that this is evident in classroom programmes.

More specifically:

- Tikanga Maori and Te Reo will be integrated into curriculum areas in an appropriate manner by using greetings, waiata, Haka, noho, arts and crafts, sports and other aspects of Tikanga Maori in school and community events such as concerts and official functions.
- Teachers will actively plan programmes that reflect Maori Tikanga within classrooms, supporting Maori students to achieve success.
- Teachers will reflect in their programmes, their approach to Maori students, their classroom environment (including seating arrangements) and their contact with Whanau, and make any changes or improvements necessary for a particular child's success in learning.
- Students will be provided with opportunities to learn in and about Te Reo Maori and Tikanga Maori and will be provided with appropriate cultural experiences.
- Tolerance and understanding of different cultures and values will be practical and expected in the school environment, whilst embracing the principles of the Treaty of Waitangi.

The school further demonstrates this commitment by employing utilising a group of teachers to oversee “All things Maori”. This role includes:

- **Chairing the Maori Committee** to develop the Maori cultural responsiveness of our kura
- **Co-ordinating communication with whanau**, including engaging and developing reciprocal relationships with our local Maori community to build strong collaboration
- **Managing budget** to successfully promote, support and resource the integration of te reo and tikanga Maori into our kura and to ensure that our Maori students enjoy and achieve educational success as Maori
- **Overseeing the promotion and integration** of te reo and tikanga Maori throughout our kura
- **Organising powhiri** for our kura at appropriate events
- **Providing support and instruction** in waiata and kapa haka
- **Supporting other teachers** through the development of easy-to-use units and resources to integrate te reo and tikanga Maori into everyday classroom programmes
- **Supporting whanau and friends** to ignite a commitment to and respect, passion and drive for the integration of te reo and tikanga Maori into our kura, and for bringing the vision of Ka Hikitia to life in our kura

As part of reporting to the Board of Trustees on student achievement, the Principal will report separately on Maori achievement. The Principal oversees the development of school programmes towards improving Maori students’ learning outcomes. The school will continue to robustly measure Maori student achievements in Literacy and Numeracy as well as cultural and sporting success.

Cultural diversity

At Campbells Bay School, we live the following principles:

- All people are valued as individuals and the diversity of the school is celebrated. Campbells Bay's inclusive practices acknowledges the richness and diversity that a community of learners of different cultures bring;
- Teachers are aware of students' different cultural identities and there are platforms for students to share and celebrate their individuality; and
- All people at Campbells bay School will feel culturally safe, diversity is celebrated and the contribution this makes to the community is valued.


Strategic Plan 2017 – 2019



The strategic planning process started in September 2013, with a new board and new senior leadership team. This process has become a key priority in the governance and management of the school. The strategic plan was developed over a number of strategic thinking days and shared with both staff and community at the end of 2015. It has been reviewed and the pillars agreed on with new members of the board in 2016.

- Strategic Goal 1 : Maintain high quality and effective teaching and learning
- Strategic Goal 2: Grow community and stakeholder relationships
- Strategic Goal 3: Manage roll growth and school capacity
- Strategic Goal 4: Ensure sustainable and strategic use of our resources







Annual Plan

Strategic Goal 1 : Maintain high quality and effective teaching and learning



Aims	2017	2018	2019
<p><i>1A: Demonstrate continuous improvement in teaching and learning and have attained high teaching standards and student achievement in line with current evidential best practice.</i></p>	Teaching as Inquiry is aligned with school-wide targets, done within and across team level as well as autonomously with each class's needs. Targets are to be developed with Teacher Inquiry Leaders.	Achievement data shows accelerated progress in alignment with the school targets using the teacher inquiry cycle.	Continue to provide time, leadership and opportunities for teachers to engage rigorously in the Teaching as Inquiry model.
	Achievement data shows accelerated progress in alignment with the school targets.	Teachers are guided through robust analysis of achievement data led by the Teacher Inquiry Leaders..	Provide programmes that respond to diversity and that grow students socially and emotionally.
	National standards are reported on as benchmarks in a child's educational journey.	Teachers will undergo robust, responsive and personalised professional development.	Continue to embed student inquiry as a vehicle to engage students and develop lifelong learners.
	Collaborative pedagogy is embedded in the senior school but in a constant state of review – with student learning outcomes as the measure of success – results are communicated to parents transparently. Students are excelling in a personalised learning environment. Teachers in the middle school inquire into Collaborative Practice and modern pedagogies and environments are refurbished to enhance student learning outcomes where necessary.	Teachers are able to use a variety of assessment practices to identify the next learning steps of their students. Teachers have in-depth knowledge and understanding of collaborative teaching practices and those pedagogies that underpin ILE.	Teachers who have shown excellence in MLP (modern learning pedagogies) are coaches for those teachers who are new or needing more support.
	Students can talk about themselves as learners and make learning choices about how they can learn best. Supported by Lane Clark's student inquiry used as a way to teach.	Teachers are collaborating and learning from each other, sharing and growing CBS collaborative pedagogy.	

	Good results in the NZCER Teacher Workplace Survey.		
		Improved results in the NZCER Teacher Workplace Survey.	

Strategic Goal 1 : Maintain high quality and effective teaching and learning

Aims	2017	2018	2019
<i>1B: Have a high quality performance planning and professional development and appraisal system and a wellness plan in place for all staff</i>	Three school wide achievement targets are developed that are specific and are the focus of Teaching as Inquiry and school wide professional development.	Inquiry into teaching continues to be data driven	
	Teachers are guided through robust analysis of achievement data.		
	Teachers use a variety of ways to share achievement information with individual students to inform their personal goal setting.		
	The staff well-being procedure is in place – forms part of induction and team processes. Feedback is received again on the procedure and suggestions for enhancing staff well-being are sought out and actioned.	Continue staff wellness plan and seek feedback from staff for the purposes of refining and improving the programme	Continue staff wellness plan and seek feedback from staff for the purposes of refining and improving the programme
<i>1C: Be using relevant technology to support high quality teaching and learning programmes</i>	The learning hub and the human resources committed to IT and e-learning shows evidence of success as tools to enhance student learning outcomes. The space and staff allocated to this area are useful support for teachers to engaged with as they upskill their e-learning expertise.	Digital technologies are empowering students, teachers and parents and are best of breed aligned to the requirements of the school.	



Strategic Goal 2 : Grow community and stakeholder relationships



Aims	2017	2018	2019
<p><i>2A: Be able to measure the strength of community and stakeholder relationships through the use of benchmarks and survey tools</i></p>	Conduct the annual community survey and review, reflect and adjust accordingly.	Conduct the annual community survey and review, reflect and adjust accordingly.	Conduct the annual community survey and review, reflect and adjust accordingly.
	Continue to be reflective as information is gathered about service quality and make changes if necessary in response to changing community needs.	Continue to meet with the diverse cultural groups of the community and seek feedback and share information.	Continue termly Board of Trustees newsletters and annual student yearbook.
	Continue termly Board of Trustees newsletters and annual student yearbook.	Continue termly Board of Trustees newsletters and annual student yearbook.	School to community communication is clear, streamlined and timely. ICT is a platform for this. The mechanism for communication has matured into 2-way communications.
	<p>. The community continues to be well informed about the pedagogical shifts that align with the collaborative classroom build and/or refurbishments.</p> <p>All communication, surveys and forms are translated into Chinese in response to exponential growth of families enrolling from China without English.</p>		
<p><i>2B: Have a refreshed and consistent look and feel to all our clearly identified communication channels</i></p>	<p>Continue to take opportunities to re-brand around the school for consistency.</p> <p>Continue to phase in new school uniforms.</p>	<p>Continue to take opportunities to re-brand around the school for consistency.</p> <p>Continue to phase in new school uniforms.</p> <p>Most, if not all areas of the school brand are aligned with the new branding.</p>	Continue to apply branding look and feel to all school development and continue to phase in new school uniforms.

Strategic Goal 2 : Grow community and stakeholder relationships







Aims	2017	2018	2019
<i>2C: Implement targeted plans to engage with key stakeholders and our community</i>	Annual parent survey to be carried out this year using the improved version and collected online.	Improved overall results from 2017 in the survey.	Improved overall results from the 2018 survey.
	Continued engagement with officials at the MOE.	Regular meetings between Principal/Board and MOE officials.	Proactive relationship maintained with Principal/Board and MOE.
<i>2D: Be actively sharing roll issues to benchmark performance and other matters of mutual interest with neighbouring schools</i>	Principal and senior staff participate in school network meetings and forums as required.	Principal and senior staff participate in school network meetings and forums as required.	Principal and senior staff participate in school network meetings and forums as required.
	Principal and senior staff proactively support 'community of learners' within our school cluster.	Principal and senior staff proactively support 'community of learners' within our school cluster.	Principal and senior staff proactively support 'community of learners' within our school cluster.

Strategic Goal 3 : Manage roll growth and school capacity

Aims	2017	2018	2019
<p><i>3A: Have analysed property, infrastructure, finances and staffing to understand maximum capacity and limitations for our school</i></p>	<p>Opportunities to build another collaborative teaching (ILE) spaces are communicated and negotiated with the MOE – to respond to roll growth and ensure classroom environments reflect our standards of excellence.</p> <p>Opportunities to refurbish existing classroom spaces to reflect ILE and enhance student learning outcomes are planned for.</p>	<p>Review of the schools current position in terms of roll growth and capacity. Make recommendations and an action plan for going forward.</p>	<p>Review of the schools current position in terms of roll growth and capacity.</p>
	<p>The Board continues to pursue and engage with MOE property in order to ensure shared spaces and classrooms meet the roll number needs of the school and to proactively support schools within our network.</p>	<p>The Board continues to obtain data relevant to the Campbells Bay area to help predict future roll growth.</p>	<p>Make recommendations and an action plan for going forward.</p>
	<p>The Board continues to obtain data relevant to the Campbells Bay area to help predict future roll growth.</p>		
<p><i>3B: Have an optimal future infrastructure mapped out that includes facilities, teacher and staff mix</i></p> <p><i>3C: Have plans in place to build for future capacity to cater for rapid and unpredictable growth</i></p>	<p>Plans are in place for shared facilities such as the hall and netball courts are updated to accommodate roll growth and to create all weather areas for the students to play.</p> <p>The hall refurbishment is underway this year.</p>	<p>Conduct a review of the school's infrastructure including all play areas to ensure pupils' play needs are catered for.</p>	<p>Conduct a review of the school's infrastructure including all play areas to ensure pupils' play needs are catered for.</p>
	<p>Health and safety systems and procedures are reviewed regularly with reference to large amounts of people sharing space.</p>	<p>Implement and/or complete shared facility plans in alignment with MOE property plans.</p>	<p>Continue to implement and/or complete shared facility plans in alignment with MOE property plans.</p>

	Implement and/or complete shared facility plans in alignment with MOE property plans.		
	ICT infrastructure still meets the school's needs.		

Strategic Goal 3 : Manage roll growth and school capacity

Aims	2017	2018	2019
<p><i>3D: Have clear procedures in place to support our capacity limitations and future plans</i></p>	<p>Ensure zoning policies are appropriate and applied consistently.</p> <p>Review enrolment approval procedures to ensure the policy is upheld.</p>	<p>Ensure zoning policies are appropriate and applied consistently.</p>	<p>Ensure zoning policies are appropriate and applied consistently.</p>
	<p>Review school reserves and ensure appropriate investment is being made in school infrastructure while maintaining an appropriate reserve buffer.</p>		
<p><i>3E: Have strong and proactive relationships within our school network and with the MOE to monitor and manage growth</i></p>	<p>Maintain regular contact with MOE and build on those relationships.</p>		
	<p>Keep the school community fully informed of infrastrure plans and seek community views where necessary.</p>		

Strategic Goal 4 : Ensure sustainable and strategic use of our resources

Aims	2017	2018	2019
<i>4A: Continue to closely monitor our finances ensuring transparency and adherence to explicit budgeting practices</i>	Maintain annual schedule of delegations in line with ongoing budget expectations	Maintain annual schedule of delegations in line with ongoing budget expectations	Maintain annual schedule of delegation in line with ongoing budget expectations
<i>4B: Create a rolling 3-yr financial outlook to anticipate financial requirements in respect of the future infrastructure needs of the school</i>	Continue to analyse the 3-yr rolling outlook while being mindful of necessary infrastructure changes identified by the Board	Continue to analyse the 3-yr rolling outlook while being mindful of necessary infrastructure changes identified by the Board	Continue to analyse the 3-yr rolling outlook while being mindful of necessary infrastructure changes identified by the Board
<i>4C: Develop a leadership pipeline through the development of succession planning process</i>	<p>Ensure appropriate development plans are in place for potential successors to Principal and Senior Leadership Team.</p> <p>The senior leadership team is actively identifying and developing leadership capacity of teachers.</p>	Review and monitor development plans for potential successors to Principal and Senior Leadership Team.	Review and monitor development plans for potential successors to Principal and Senior Leadership Team.
<i>4D: Be able to monitor levels of staff engagement and be working towards being an employer of choice</i>	Encourage relevant teacher study to ensure great engagement.	Encourage relevant teacher study to ensure great engagement.	Encourage relevant teacher study to ensure great engagement.
	<p>Good results in the NZCER Teacher Workplace Survey.</p> <p>Areas of variance or shifts in the NZCER survey are analysed and support the direction the SLT take in terms of ensure quality staff are retained.</p> <p>Support staff survey results and actions are implemented to improve areas of concern. Another survey is completed to compare and measure success.</p>	Improved results following the NZCER Teacher Workplace Survey.	Improved results following the NZCER Teacher Workplace Survey.

	<p>The staff well being procedure forms part of induction; appraisal and team meetings.</p> <p>Feedback is gathered to ensure activities and actions that can support staff well being are implemented where necessary.</p>	<p>Feedback from staff on wellness plan and make any improvements.</p>	<p>Feedback from staff on wellness plan and make any improvements.</p>
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Priority Areas for 2017

In line with Ministry recommendations, our charter prioritises three major learning related goals. We have been purposeful in our pursuit to be explicit, specific and realistic in order to be successful. These documents will be shared with staff and stakeholders and reviewed regularly throughout the year.

All areas of our strategic and annual plan are important to our school over the next three years. The following focus areas are identified to support the school to prioritise specifically what are requiring immediate attention, consideration and need for success. Resulting in effective and successful use of time, attention and resourcing.

Teaching and Learning; Digital Citizenship and Inclusion

Teaching and Learning			
Strategic Goals: <i>Maintain high quality and effective teaching and learning.</i>			
Annual Goal: Demonstrate continued improvement in teaching and learning. Learning is accessible and inclusive to all students.		Annual Target: Student achievement data shows evidence of improved learning outcomes through sustained high achievement across all students in particular Maori and Pasifika students.	
Baseline Data: 2016 data is used as an indicator of targets.			
Key Improvement Strategies			
Set academic achievement goals for reading, writing and mathematics each year and report on achievement. Continue to provide time, leadership and opportunities for teachers to engage rigorously in the Teaching as Inquiry model. Teachers will use a variety of ways to share achievement information with individual students to inform their personal goal setting. Teacher will participate in performance appraisal and set on-going professional goals. Teachers will undergo robust, responsive and personalised professional development. Continue to contextualise student inquiry into a Campbells Bay School model and continue to use this as a vehicle to engage students in curriculum and to develop lifelong learners. Robust, evidence based teacher inquiry into student achievement is evident.			
What	When	Progress Indicators	Who
Analyse data and set targets for 2017.	Feb 2017 – report on 2016 performance against targets.	Achievement is in line or above National Standards. Stake holders are informed.	Deputy Principals and Teacher Inquiry leaders.
Identify collective and personalised pedagogical goals.	Throughout the year and analysed during appraisal conversations twice yearly.	Provide targeted professional development based on Best Evidence Synthesis and identified areas of need from the performance appraisal.	Team leaders in alignment with Learning Leaders
Responsive professional development is evident.	Throughout the year	Professional development is provided to support achievement of the targets and areas needing improvement. Professional development is personalised for teacher's on-going professional goals.	Deputy Principals
Raising student achievement in alignment with the targets and across all areas. Sustain previous PD progress by	Throughout the year	Expert facilitators are used. Snap shots and class observations are done to inform action steps and measure progress. Data is shared, discussed and acted on	Lucie Cheeseman Learning Leaders Lane Clark Deputy Principals

<p>revisiting expert facilitators throughout the year. And as a way to upskill new staff.</p> <p>Target additional areas of PD to school areas of need and personal professional goals of individual teachers.</p>		<p>during Learning Leader meetings. Teaching as inquiry is used as a framework to improve pedagogy and student achievement.</p>	
Teaching as Inquiry	Throughout the year	<p>Teaching as inquiry is used as a framework to improve pedagogy and student achievement.</p> <p>Teaching as inquiry is lead explicitly and reported on.</p> <p>Teaching as inquiry is data driven.</p> <p>Teachers are accountable for the achievement of their students.</p>	Learning Leaders – Teacher inquiry
Modern learning practice (Collaborative Teaching) is evident in the senior school and is incrementally used in other levels of the school.	All year	<p>Modern learning practise is tracked.</p> <p>Modern learning practice is defined within CBS context.</p> <p>Modern learning practices enhance student learning outcomes.</p>	Nikki Ulrich and Rachael Aitken Learning Leaders Teachers of Team 5/6 as in school experts
Key competencies are researched, unpacked and developed more rigorously into teaching and learning. These will form alongside inquiry skills to become measurable skills students should acquire in order to achieve our school vision.	All year.	<p>Teacher in charge of Key Competency development.</p> <p>Student inquiry leaders support the TIC to integrate KC's clearly into the Inquiry learning process and teaching and learning.</p> <p>All teachers and students know what these skills look like and how to be successful.</p>	Student inquiry leaders TIC of Key Competencies Rachael Aitken
Shared understandings of assessment and overall teacher judgements is developed and sustained by ensuring teachers regularly moderate in curriculum areas but in particular, reading, writing and mathematics.	Throughout the year	<p>Overall teacher judgements are consistent across the school.</p> <p>These are used to support reporting transparently to parents.</p> <p>These OTJ's are also used to report and track for COL.</p> <p>Vertical moderation occurs twice a year.</p>	Deputy Principals. Learning Leaders.
Presentations of achievement data and its corresponding analysis are provided	Twice a year	Student achievement is reported on throughout the year to the Board of	Deputy Principals

<p>in the principal's board report.</p>		<p>Trustees and in correlation with identified targets. As well as Maori, Pasifika and by gender.</p>	
<p>Bilingual learners are prioritised as an area of teacher inquiry in all areas of the school. Teaching students who do not speak English is a PD theme across the school and teachers have access to regular professional development sessions throughout the year.</p>	<p>4 x whole staff PD sessions on bilingual learners. Regularly in Teacher Inquiry meetings (fortnightly).</p>	<p>Those students are tracked as part of priority learners. Funds are available to obtain interpreters to engage families in learning without language being the barrier to support their child. Communication is translated as and where possible.</p>	<p>Deputy Principals Teacher Inquiry Leaders ESOL teachers Rachael Aitken</p>
<p>Monitoring: Monthly senior leadership meetings are used as time to reflect and review the progress indicators.</p>			
<p>Resourcing: Budget has been approved in 2016 for 2017 in terms of PD allowances for staff-wide initiatives and personal professional development goals.</p>			
<p>INCLUSION</p>			
<p>Strategic Goals: <i>Maintain high quality and effective teaching and learning. Sustainable and effective use of resources. Growing community and stakeholder relationships.</i></p>			
<p>Annual Goal: Demonstrate continued improvement in teaching and learning. Learning is accessible and inclusive to all students.</p>	<p>Annual Target: Pasifika, Maori and Special Educational need students are always identified, tracked and provided for. The expectation is that all students have the support/extension and opportunities to meet or exceed the national standard. Our bilingual learners are identified, tracked and strategies that ensure equitable outcomes are used.</p>		
<p>Baseline Data: 2016 data is used as an indicator.</p>			
<p>Key Improvement Strategies</p> <p>Provide programmes and initiatives that respond to diversity and that grow students socially and emotionally.</p>			

Expand bicultural opportunities for all students to increase the visibility of bicultural NZ in the school environment. To raise the bicultural and multicultural context of CBS and empower all students to succeed in a multicultural world.			
What	When	Progress Indicators	Who
Kapahaka is used as a platform for bicultural visibility. All teachers and students experience and learn from Māori Language Assistants, through Te Reo Tuatahi	Throughout the year	Use of pōwhiri at the beginning of the year for welcomes and in graduation ceremony. Use of te reo and tikanga Māori in school correspondence. Regular consultation with our Māori community. Māori language assistants teaching in class and up skilling our teachers. Annual professional development opportunities.	Māori Committee. Māori Language Assistants from Te Reo Tuatahi
Bicultural links within the curriculum and classroom programs are made explicit to students.	Throughout the year	Students respect cultural diversity and students are aware of their bicultural context. Tikanga and te reo links are identified and planned for at team level during grand inquiry 11 step planning. Teacher Inquiry leader uses te tataiako cultural competencies when considering Maori learners. Team leaders develop the five cultural competencies within the teachers in their team – Whanaungatanga, Whananga, Tangata Whenuatanga, Manaakitanga, Ako.	Māori Committee Learning Leaders –Student Inquiry and Teacher inquiry
All students are provided the opportunities necessary to achieve beyond their potential.		Special education registrar is tracked and monitored. Resourcing meets the diverse needs of students to provide them equitable learning experiences. Teachers are using the Senco referral process. Communication barriers are reduced for our international/multi-cultural community, by providing translation options for our major ethnic groups.	Senco Deputy Principal
Intervention programmes are accessible to students requiring additional support in order to be successful.	Throughout the year	Programmes and their numbers are reported to the Board of Trustees. Achievement of those students is tracked and data is reported on. Support agencies are worked with collaboratively in order to implement the most effective programmes.	Learning leaders and Senco Principals report
Our Bilingual programme continues to be successful and enhances students learning outcomes.	All year	Data shows students make accelerated progress when on the bilingual program.	ESOL teachers Rachael Aitken
Community relationships are developed particular with the Chinese community. School provides a platform for support	All year	Community events. Key parent connections (we chat with Livy Tao). Hiring of Chinese speaking staff to support daily.	FOCBS TIC of cultural inclusion

and belonging for all students but in particular, those new to NZ.		TIC of cultural inclusion (te reo tkianga chairperson) uses the parent survey as a form of feedback for building relationships between home/school/community. Feedback from parents and students tells us that they feel included, supported and contributors to CBS.	
Monitoring: Achievement data of students is reported on to the Board of Trustees twice a year. Learning Leaders of Teacher Inquiry track students who fall below the standard with teams.			
Resourcing: Is allocated in response to meeting the needs of students.			
DIGITAL TECHNOLOGIES AND CITIZENSHIP			
Strategic Goals: <i>Maintain high quality and effective teaching and learning. Sustainable and effective use of resources.</i>			
Annual Goal: 1C: Be using relevant technology to support high quality teaching and learning programmes		Annual Target: Preparing learners for a culture embedded with digital technologies with knowledge and understanding of how to be safe and best use digital devices and tools to enhance learning.	
Baseline Data: E-learning team data.			
Key Improvement Strategies			
Students live and work in a world in which technology plays a large part. They need to learn to use technology safely, effectively, ethically and respectfully. We want to prepare our students to be successful in a fast, continuously changing society. Fundamental to such success is the ability to use technology responsibly to gather, evaluate, construct and share knowledge in a 21 st Century world. It is imperative that we support our students as 21 st Century learners as growing learners for life. This plan focuses on students at Campbells Bay School being cyber safe and responsible digital citizens.			
What	When	Progress Indicators	Who
The ICT strategic plan is revisited by the staff and used to inform decisions.	All year	The plan is used to reflect and review progress. The plan informs future focussed decisions.	IT manager and e-learning leader.
E learning strategic leadership	Throughout year	Staff members are part of promoting E-learning in school. Professional development for staff in this area.	Deputy Principal
Incorporate digital citizenship into day to day classroom etiquette	All year	Class room teachers and students use digital citizenship language and it is promoted through use of technology throughout the day.	IT Manager and L.I.T teachers
Home/School link for parent education	Continuous	As part of home learning - a digital	IT Manager

and continued student education at home.		citizenship activity is part of homework for years 3-6 . Information evenings/sessions for parents. Teachers feel upskilled to be able to inform parents about e-learning tools.	
Continually up skilling e-learning pedagogy.	Throughout the year	Teachers are able to access and provide effective learning opportunities for students using ICT with the ultimate goal; to raise student achievement.	Teacher eLearning team.
All children using GAFE in year 3-6.	By end of term 1	All students have access and the knowledge on how to use GAFE successfully in their education All students use GAFE safely in their classes and at home.	Teacher eLearning team.
Looking after yourself, others and property when online or using digital technologies	Throughout year	Students and teachers know how to keep themselves safe online and how to look after technology. Safety procedures ensure that any risk is at a minimum and the correct protocols have been implemented as preventative.	L.I.T teachers and IT Manager
Digital Citizenship and safety is incorporated into inquiry learning	Throughout year	Every grand inquiry holds learning around this area. Specific inquiries into digital citizenship are used again with new students.	Student inquiry learning leaders
Benchmarking and networking with other schools and organisation to ensure we are staying at forefront of E-learning.	Throughout year	We are at the forefront of research and technology for E learning. Our practises for cyber safety and digital citizenship are in line with what other schools are doing.	Teacher e-Learning team IT Manager
Monitoring: Minutes in meetings and evidence provided to Deputy Principal responsible. Shared action plan between parties involved.			
Resourcing: Budgeted HR and PD resourcing and MU.			

