

AT PEGASUS BAY OUR VALUES SHOW US HOW WE CAN

BE THE SOMEBODY

Our Values

- Whanaungatanga - building effective and meaningful relationships
- Kaitiaki - being a guardian of people, places and yourself.
- Ako - the responsibility of being great teachers and learners.

Board of Trustees Priorities 2020

1/ Clarity of our Vision:

Focus: Ensure our Vision and Values are clear and embedded for our staff, tamariki and whānau.

2/ High quality learning

Focus: Ensure we design a curriculum that deeply connects with our learners and broadens their capabilities.

3/ Whānau Engagement:

Focus: Ensure we capture and report learning in meaningful ways to increase whānau engagement in the learning process.

4/ Whānau wellbeing:

Focus: Improving awareness and strategies for the wellbeing for teachers and pupils.

Whanau Engagement Plan 2020

This plan outlines most of the events and communications that Pegasus Bay School uses to engage our students and their whanau in school life

TERM 1	TERM 2	TERM 3	TERM 4
3 rd February until 9 th April	27 th April until 3 rd July	20 th July until 25 th September	12 th October until 18 th December
28 th and 29 th January - Staff only day (2 half days)	22 nd June Staff only planning session and parent interviews	X Factor	7 th December Staff only planning session and Parent interviews
Whanau evening & Meet the teacher	Matariki	Quiz night	Big Day In 17 th December
	Reports week 8	Hullabalooza – Festival of learning	Reports week 8
	Teacher Only Day 29 th May with all COL teachers	School Snow trips	Transition to High School meeting
Whanau Group - Sonya	22 nd June Staff only planning session and parent interviews	Whanau Group - Sonya	Staff only day 18 th December
BOT Newsletter	BOT Newsletter	BOT Newsletter	BOT Newsletter
New Family meetings New Entrant visits Preschool liaison Whānau Hui / Assembly	New Family meetings New Entrant visits Mid year Written Reports Interview invitations Whānau Hui / Assembly	New Family meetings New Entrant visits Whānau Hui / Assembly	New Family meetings New Entrant visits Transition visits to 2019 LCs, End of Year Written Interview invitations Whānau Hui / Assembly
School Events			
Swimming Sports Twilight Football, PCT, Golf, Basketball, Touch, Surfing Academy, skate academy	Matariki, Parent session – Cybersafety, Health and Safety, WaiSwim, Cross Country, Chess.	Quiz Night, Art Show, WaiSwim, Winter Tournament	Winter Tournament, Twilight Football, Golf, Basketball, Touch, Big Day out, Prize giving, Surfing Academy, skate academy
Term 1	Term 2	Term 3	Term 4
Board and Staff Policy Review			
Recognition of Cultural Diversity, Staff leave, Separated parents, day to day care and guardianship	Documentation and self-review policy, Employer responsibility policy	Learning Support, Appointment procedure (BOT only), Child protection	Classroom release/ Timetable, Salary Units/ Management Allowances, Privacy (BOT only)
Staff Procedure Review			
Values, Staff Practice manual, Report	Assessment – PaCT, Digital Curriculum	Sharing of learning and teaching	Draft Curriculum



Pegasus Bay
Te Kura o Manga Kawari



Pegasus Bay Charter
2020 - 2022

Inspiring and challenging
Adventurers, Creators and
Thinkers

ACT-ive 
OUR WAY OF LEARNING

Strategic Plan priorities for 2020 - 2022

Clarity of Vision

Embed our vision and values

Review our collective mission statement

Values will support our behaviour change model and restorative practices

Clarify what our values mean for our working relationships and working environment.

"I am capable" framework for staff appraisal

Whānau Engagement

Re-design how we report to parents so that is in real time, authentic and engaging for students, parents and teachers

Re-define the purpose of PTA and review how this model could best operate moving forward

Visible Board of Trustees with great staff and community connections

Develop a community garden to enhance student and whānau ownership of our grounds

Expand our kura reo to include non-māori students

Curriculum Re-design

Develop a Pegasus Bay Curriculum that reflects our experiential philosophy and mission to emotionally connect students to learning

Clarify consistent practices in Planning and Assessment to make the learning journey clear to all

Focus on developing broad capabilities across the curriculum for both students and teachers

Use of high quality formative assessment practices

Develop impactful evaluation processes

Whānau Wellbeing

Foster ways for whānau and learners to have ownership, togetherness and fun

Streamline communication so whānau feel informed and not overwhelmed.

Continue to engage with our whānau group to develop expectations and opportunities

Gather data to assess well-being across the school and develop wellbeing goals from this. Our school and the COL will develop well-being initiatives

Te Reo and Tikanga Maori

We are an ethnically diverse school 12% of which identify as Maori. Pegasus Bay School will continue to develop policies, plans and practices that reflect New Zealand's cultural diversity and the unique position of Maori. In recognising the unique position of Maori, Pegasus Bay will provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) through our Kura Reo, learning programme and Whānau Hui.

Our Learning Priorities

Our aim is that Pegasus Bay children...

- are literate and numerate
- capability of skills and knowledge across a range of contexts
- embrace the challenges and excitement of being a creator, thinker, and adventurer
- have a kaitiaki mindset
- are critical, creative and caring
- confidently use digital technologies
- develop gifts and talents
- live out our values of Ako, Whanaungatanga, and Kaitiaki.
- values and develops capability in te reo and tikanga
- communicate and collaborate to solve problems effectively
- have an 'open to learning' mindset

Board of Trustees priorities for 2020

The 2020 overarching themes are

- Clarity of Vision
- High quality curriculum
- Whānau Engagement
- Whānau Wellbeing

Pegasus Bay is now heading into it's 6th year and is presenting as a school with a strong vision, clear values and quality learning and teaching which is underpinned by research and pedagogy that aligns but validates our belief around experiential learning and socio-emotional learning.

We are in the final stages of our TLIF contract which has been pivotal in making clear the 'why' we want learning and teaching to be experiential based.

We are seeing both the values and learner dispositions being integrated through our learning and teaching which is positive but still in its infancy. To ensure these are deeply embedded in our practice will require continued refreshment and refocussing of the vision.

Our next step is the 'how', which is our focus for 2020 and in to 2021. The "how" is the redesign of our local curriculum. This document will be a guide for staff, parents and students as to how we design learning across the curriculum whilst aiming to not only achieve academics outcomes but also strong socio-emotional and socio-ecological outcomes for our students. We have often discussed the process of making the learning journey clear, so having this document that clearly highlights how will design our learning and teaching is essential in achieving this. With each curriculum area, our intent is to ensure students are capable at applying their skills and knowledge broadly and in a range of contexts.

We have achieved positive success with the ways in which we engage our whānau. The aim for 2020 and beyond to build on these and continue to build strong whānau connections. A review of how our PTA functions will provide a new framework for how parents can support the school in a way that isn't time consuming. We are also exploring other ways in which we can invite our broader community into the school, establishing and strong community ownership of our kura. Developing a community garden is one of these projects, school led during the day but community supported and managed outside of school hours. The expansion of our kura reo to non-māori students is opening doors to include a more diverse range of our student to engage in te reo and tikanga.

Well being remains a key focus, but this year is being reframed in a way that supports staff, students and parents to recognise how they can support and manage their own well being. We are focusing on broadening our own capabilities in this space.

Pegasus Bay 2020 goals and outcomes defined:

Clarity of Vision

This goal addresses the importance ensuring we are clear to all children staff and wider whānau about who we are, what we do, how we do it and why. Our revision of the values in 2019 has led us to our need to re-design our curriculum so it reflects us and our special place in this community. We want to cultivate adventurers, creators and thinkers who are highly capable contributors to their community.

2020 outcomes:

- Parent session delivered by staff around experiential learning and teaching in their community
- Students, teachers and whānau can articulate the purpose of our learning and teaching
- Design a Pegasus Bay behaviour change model that supports students, staff and parents to shift behaviour. Aligned with our current RP practice.
- We will have a draft Pegasus Bay curriculum completed that aligns with our values and our ACT-ive learner dispositions
- Programmes and systems will show how learning is designed to connect with students both academically and emotionally
- Assessment practices will align with students capabilities and broad application of knowledge and skills

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Term 1/2	<ul style="list-style-type: none">• Use seesaw as a means to articulate the purpose of our learning and teaching and activate student, parent and teacher partnerships.• Design of the Pegasus Bay behaviour change model that aligns with our values and RP practice.	Staff, DP DP	<ul style="list-style-type: none">• Students, parent and teacher regularly engaging in conversation on seesaw about student work.• Students, Parents and staff who have a clear expectation around behaviour.• Strengthened teacher capabilities in approaching behaviour change with students.
Term 1/2/3/4	<ul style="list-style-type: none">• Alignment of diagnostic, formative and summative assessment to level related capabilities, our values and dispositions.• 'I am capable' - setup and evidence collation.	Principal, DP, WST, Staff Principal, Barry Law	<ul style="list-style-type: none">• Use of a range of assessment tools and strategies that accurately track the progress of our students.• Staff will have collated evidence in support of their capabilities.• Targeted PD that addresses the needs identified in the 'I am capable' framework.

Term 3/4	<ul style="list-style-type: none"> Teacher led experiential sessions (engine room) around what experiential learning is and why it's relevant for students now. 	Engine room	<ul style="list-style-type: none"> parents who understand the purpose of our practice and can articulate its value for their child.
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High quality curriculum:

This goal addresses the importance ensuring we have a high quality curriculum at Pegasus Bay School that is an interactive model of learning that encompasses and values broad student capabilities, weaves experiential practices through out, cultivates creative digital capabilities, and supports the development of the socio-emotional and socio-ecological growth of our students. Being reflective is critical.

2020 outcomes:

Curriculum re-design:

- We will have a clear framework of what experiential learning and teaching looks like across the curriculum.
- We will have robust evaluative systems to critique the effectiveness of our programmes
- Learning and teaching will actively support the growth of our students creative digital capabilities
- We will clarify staff structures and expectations in relation to experiential practice and digital learning
- We will have a curriculum that this designed for us our our unique context

When	What (examples)	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> Survey - to staff, parents and students about what they believe our curriculum could look like. Skeleton framework for possible curriculum designs. Staff meeting - survey feedback. Themes and ideas. 	Principal	<ul style="list-style-type: none"> Emergent themes for the curriculum driven by feed back for the survey. Initial concept draft of our curriculum completed.
Term1/2/3/4	<ul style="list-style-type: none"> Experiential Engine Room will drive PD, best practice and evaluation of experiential practice. This includes learning design evaluation. Complete our evaluation system the will measure the effectiveness of programmes in learning and teaching and the engagement of students both academically and emotionally. Staff will effectively use digital tools to cultivate student creative capabilities. 	Engine room Principal, DP Principal, IT leads	<ul style="list-style-type: none"> Examples of best practice around experiential learning and teaching from the engine room teachers will be sheared with staff. An effective evaluation process that clearly indicates the strengths of deficits of our learning and teaching with a socio-emotional lens. Students will regularly use digital tools creatively across the curriculum. Staff will be skilled at weaving digital learning into varied curriculum contexts.

Term3/4	Draft curriculum framework shared - feedback Draft curriculum framework - feedback applied	Principal, Staff, Parents, students	<ul style="list-style-type: none"> • Feedback from all key stakeholders collated for clear themes and adjustments made to the draft curriculum framework. • Planning for draft curriculum roll out 2021 completed.
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Whānau Engagement:

This goal addresses the need for the learning journey to be clear for parents. By regularly engaging them our parent community in current learning taking place, programmes in place, current practice that is being used by teachers. It also includes the need to simply, accurately and honestly report the progress about each student. Seesaw is our primary method of reporting progress to parents. This is both in a written and oral context. Does my child know where they are? Does the parent know where they are? Does the teacher know where they are?

2020 outcomes:

- Staff actively promote high quality relationships with children and parents.
- Parents and staff know how we communicate together - Linc-ed, newsletters, student/ parent interview discussions.
- Review of current reporting and how we can use Seesaw as our primary reporting to whānau.
- The Te Ao Māori programme will be revised and enriched through the inclusion of non-māori students. The Board of Trustees are continuing to fund a dedicated teacher for 1 day each week to focus on this.
- School events will be approached with the emphasis of being a high impact opportunities to connect with our families and have some fun.
- Hullbalooza - Festival of learning. Students will run workshops and share examples of their cumulative learning from term 1,2 and 3 in action to our community.

When	What (examples)	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> • Meet the teacher evening - share about experiential learning in their community. 	Staff	<ul style="list-style-type: none"> • Increase in parent number attending and parent interest in the whole school not just their child's community.
Term 1/2/3/4	<ul style="list-style-type: none"> • Evaluate effectiveness of current school to parent communication. • Expansion of our Te Ao Māori programme to non-māori students. • High impact leader will expand on our current whānau engagement events. 	Principal Sonya Gina	<ul style="list-style-type: none"> • Simplified and streamlined communication. • Better informed parents. • Broader capabilities of our māori and non-māori students in Te Ao Māori. • Continued and strengthened whānau support

Term 3	<ul style="list-style-type: none"> Hullbalooza - Festival of learning. Students and teachers showcase their learning and teaching by putting it into action. 	Principal, DP, Staff, Students	<ul style="list-style-type: none"> Whānau can see how we achieve cohesion across the school and the progression of learning and teaching that takes place. Students have an opportunity to apply their new learning in and interactive context.
Term 4	<ul style="list-style-type: none"> Explore the use of Seesaw as a primary reporting tool. Roll out plan for 2021 	Principal, DP, Staff, Students, Parents	<ul style="list-style-type: none"> Parents more engaged in the reporting process and have direct commentary. Learning progression is clearly evidenced and commented on by the student, parent and teacher.

Whānau Well-being

This goal will aims to ensure that our school culture develops so that everyone feels safe, valued and meaningful contributors. It is also about how we are growing the capabilities of our students and staff to recognise their own well being needs and how they can manage this.

2020 Outcomes:

- We will use data from the 2019 Happiness survey to determine changes needed to enhance our school culture and well being
- We will actively engage a range of local resources to help promote well being.
- We will gain a picture of how people feel about working and participating in school life.
- We will work with the COL to develop well-being initiatives (e.g. mindfulness).
- An end of year happiness survey will be shared to assess the effectiveness of these initiatives.
- Continue to support the wellbeing of our tamariki through Mana Ake.

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Term 1	<p>Use 2019 to determine 2020 well being and school culture goals.</p> <p>COL initiatives will support community wide well being and support networks.</p>	Principal	<ul style="list-style-type: none"> Positive school culture will be maintained and flourish Parents will see shifts in staff to address themes that emerged from the survey Well supported teachers across the COL. Positive teachers who can manage challenges with a growth mindset.

Term 1/2/3/4	<p>Well being will be about managing this ourselves and recognising our own wellbeing needs.</p> <p>PD will support the well being needs of staff.</p> <p>Actively engage staff activities that strengthen collegial relationships</p>	<p>Nic</p> <p>Principal, DP, Nic</p>	<ul style="list-style-type: none"> • Staff and students will be better equipped to identify their own needs and what they need to do in order to manage their own well being. • Staff will have a range of tools to access to promote better well being. • Better supported staff and a flourishing school culture.
Term 4	<ul style="list-style-type: none"> • Parent and staff happiness survey completed and themes identified for 2020. 	Principal	<ul style="list-style-type: none"> • Clear goals for well being in 2021.

Achievement Targets for 2020

Year level	Reading Reading at or above their Chronological age	Mathematics Achieving at or above NZC level expectation	Writing Achieving at or above NZC level expectation
40 weeks	75	75	75
80 Weeks	85	85	85
Year 3	70	70	70
Year 4	75	75	75
Year 5	85	75	70
Year 6	85	90	85

Year 7	90	90	85
Year 8	90	85	85

There are specific cohorts groups who will be reported on to BOT. These are our targets across those groups....

Maori	90	90	80
ESOL These are mainly Yr1-3 chn.	50	50	30
Yr 5 Boys and Girls			70