



Our Values

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

Board of Trustees Priorities 2019

- 1/ Clarity of our Vision:
Focus: We need to ensure our Vision and Values are clear and embedded for our staff, tamariki and whanau.
- 2/ High quality learning
Focus: We need to maximise the potential of student ownership experiential learning
- 3/ Whanau Engagement:
Focus: We need to ensure that we capture and report learning in meaningful ways to increase Whanau engagement in the learning process.
- 4/ Whanau wellbeing:
Focus: Improving awareness and strategies for the wellbeing for teachers and pupils.

Whanau Engagement Plan 2019

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
4 February until 12 April	29 April until 5 July	22 July until 27 September	14 October until 20 December
30th January - Staff only day	Parenting TBC (RTL Tim)	Community open day / night	TAI / Experiential Ed night
Easter Fair	Matariki	Quiz night	Big Day Out
Whanau evening & Meet the teacher	Reports week 5 - Interviews week 7	Art Show 20-22 September	Pet Day
Whanau Group - Sonya	Teacher Only Day 31 st May with all COL teachers	X Factor	Reports week 5 - Interviews week 7
		Whanau Group - Sonya	Transition to High School meeting
		Cyber Safety TBC (Ken Terry)	Performance Evening
BOT Newsletter	BOT Newsletter	BOT Newsletter	BOT Newsletter
New Family meetings New Entrant visits Preschool liaison Culminating Activities Whanau Hui / Assembly	New Family meetings New Entrant visits Mid year Written Reports Interview invitations Culminating Activities Whanau Hui / Assembly	New Family meetings New Entrant visits Culminating Activities Whanau Hui / Assembly Open Day	New Family meetings New Entrant visits Transition visits to 2019 LCs, End of Year Written Interview invitations Culminating Activities, Whanau Hui / Assembly
School Events			
Swimming Sports Twilight Football, PCT, Golf, Basketball, Touch, Surfing Academy	Matariki, Parent session – Bullying and Cybersafety, Health and Safety, WaiSwim, Cross Country, Chess.	Quiz Night, Art Show, Parent session – Restorative Practices/WaiSwim, Winter Tournament	Whole school Swimming, Winter Tournament, Twilight Football, Golf, Basketball, Touch, Big Day out, Prize giving, Surfing Academy
Board and Staff review			
Term 1	Term 2	Term 3	Term 4
Board Policy Review			
EEO, Police Vetting, Alcohol and Harmful Drugs, Legislation and Administration	Curriculum and Student Achievement, Health Consultation, Abuse recognition and reporting, Emergency planning and procedures, Evacuation procedures, Student Attendance.	Principals Appraisal process, Staff Performance Management, H&S and Welfare, Physical Restraint,	EOTC, Appointment procedure, Attestation process PCT programme. Reports to BOT – ICT, End of year achievement, report, Principals Appraisal
Staff Procedure Review			
Values, Staff Practice manual, Assessment, Report forms	Values, See Saw, Planning,	EOTC	Learning journey clarity and transparency



Pegasus Bay
Te Kura o Manga Kawari



Pegasus Bay School
Charter 2019 - 2021



Inspiring and challenging
Adventurers, Creators
and Thinkers to have a
Kaitiaki mindset

Strategic Plan priorities for 2019 - 2021

Clarity of Vision

Revise our vision and values.

Make our vision and values more visible in a meaningful way across all levels
Implement values programme

Use our Values to support our Restorative Practices
Clarify what our values mean for our working relationships and working environment.

High quality Curriculum

Complete the TLiF contract exploring ways to enhance authentic learning and engagement for our learners e.g. STEAM and rich tasks

Develop opportunities to develop experiential learning and the Pegasus Bay Curriculum

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

Whanau Engagement

Celebrating student learning with parents in fun and authentic ways

Revise image and purpose of PTA and Board of Trustees

Develop ways to enhance student and whanau ownership of our grounds

Appoint an 'Event Manager' to increase the fun factor in Whanau events

Employ a teacher for Kura Reo and to help engage Maori Whanau

Whanau Wellbeing

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

Embed unified communication practices so all feel informed.

Continue to engage with our whanau 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 recognizing 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 programmes and Whanau Hui.

Our Learning Priorities

Our aim is that Pegasus Bay children...

- are Literate and Numerate
- embrace the challenges and excitement of being a Creator, Thinker, and Adventurer
- has a Kaitiaki mindset
- are critical creative and caring
- confidently uses digital technologies
- develops gifts and talents
- lives out our values of ako, Whanaungatanga, and Kaitiaki.
- Values and develops competence in Te Reo and Tikanga
- Communicates and collaborates to solve problems effectively
- Transfers skills and knowledge across a range of contexts
- Develops an 'open to learning' mindset where effort is valued.



Board of Trustees priorities for 2019

The 2019 overarching themes are

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

This is the 5th year have been in our new school. Pegasus Bay started with the vision of 'inspiring and challenging Adventurers, Creators and Thinkers'. In the busyness of growing and establishing the Pegasus bay flavor, I don't think that we have maximized the potential of our vision and is it still central to all we do? This year we need to revise and embed the vision and values.

This is the 2nd year of our Teacher Led Innovation Fund (TLIF) Contract with the focus areas being high quality learning / student agency and Whanau Engagement. These have been developed in consultation with Tammi Martin and Chris Jansen from Leadership Lab. Chris and Tammi who are going to be 'guides by the side' as we work towards completing these goals. We are also working with Professor Letitia Fickel, Acting Pro-Vice Chancellor UC so that our TAI's and systems show rigor and breadth, also with Dr Barry Law, 'experiential learning' guru.

3 key driver groups for monitoring and achieving these goals were established. The 'engine room', 'focus groups' and staff TAI. The 'Engine Room' is a group consisting of Principal, DP, 2 Parents, 2 staff and BOT member. This group will meet termly to discuss the progress of the goals and discuss how these are going from the varied perspectives. These discussions will be shared to staff and the focus groups and used evaluate whether the goals are being achieved or that progress towards this outcome is happening. The staff TAI will be the key application of strategies or practice used at the class/ LC level that address the specific themes that were identified as the key components to successfully consolidating our goals with aim of cohesion and consistency across the school.

Wellbeing is an area that needs a strong focus on across education for staff and for children. A culture of wellbeing based on shared values and positive relationships needs to be deliberately built throughout the school community. This is a strong focus for our Kāhui Ako so we will be working with other schools and Lucy Hone to build practises and responses for Pegasus Bay and our other Kāhui Ako schools.

Pegasus Bay 2019 goals, themes and outcomes defined:

Clarity of Vision

This goal addresses the importance ensuring what we stand for is clear and obvious to all Children staff and wider whanau. We started with the vision of 'inspiring and challenging Adventurers, Creators and Thinkers'. In 2019 we will revise, market and embed the vision and values. The revised vision needs to help children be holistic, contributing citizens and engaged learners.

Themes:

- What do we stand for and what does it mean in child friendly language.
- How do our values improve relationships e.g.
 - Restorative practices
 - Contributing staff members
 - Effective collaborating team practices
- How is Student Agency defined at Pegasus Bay School when thinking about our place-based learning and the ACTK dispositions.

2019 outcomes:

- There will be common vision language across the school
- To articulate the purpose and process of RP to our community.
- Align RP teacher resources to our values, so that teacher – child discussions are values based.
- There will be vision visuals in each learning community so children are aware on a daily basis
- Develop programmes and systems that allow for students to identify learning preferences in line with ACTK

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	Clarify what Ako, Kaitiaki and Whanaungatanga mean at Pegasus Bay. Development visuals and indicators around.	Full Staff to define.	A4 visual that is appropriate for all levels Circle time planning Visible Values indicators in the Learning spaces and atrium Regular information to parents and Whanua about our Values and dispositions

Term 1/2	Further RP PD for leaders Review and align with new values	Staff	Students able to talk about the FP process and see value in it Parents able to talk about the FP process and see value in it Clear systems in place for discussions and practices Revision and use of Pegasus Bay RP cards
Term 3/4	To develop and build programmes and Children need to be able to articulate what their personal or curriculum strengths and what are the areas they need to seek support in from adults or peers.	DP, Syn Leaders	Students are able to articulate what disposition and learning preferences they have and how it helps there engagement and learning. Clear inquiry model that articulates and uses dispositions for meaningful outcomes

High quality curriculum:

A high quality curriculum at Pegasus Bay School is an interactive model of learning that encompasses the importance of collaboration, innovation and the sharing of knowledge. Being collaborative and reflective is central to who we are and what we do.

2019 outcomes:

- TLiF:
 - We will have a clear framework of what experiential teaching and learning at Pegasus Bay looks like.
 - We will have a clear review process, using SOLO.
 - Purposeful formative assessment practices (digital).
 - We will clarify staff structures and expectations.
 - Clarify collaborative planning and assessment to make the learning journey clear.

When	What (examples)	Who	Indicators of Progress
Term 2/3	Create a defining statement about what engaging learning looks at Pegasus Bay. This includes a kite of pedagogical practice to engage and improve outcomes The experiential cycle (KOLB) will be experienced by staff and students through ABL. This will define our actions and language. Identify curriculum expectations and progressions each year level. What is the coherent pathway / outcome between the expectations and experiential learning ideology.	Staff to define.	* For teachers to understand the experiential framework * Use SOLO taxonomy to evaluate the effectiveness of their programme (ABL) * To capture learning using a digital medium (TAI) * Staff will apply the framework to a curriculum area for the planning day (T2)

Term1/2/3/4	Management will be responsible for initial and mid-year student testing and analysis of data.	DP, Syn Leaders, Staff	<ul style="list-style-type: none"> * Student achievement targets and moderation of samples receive more rigour and therefore consistency. * Planning will reflect the student needs especially priority cohorts.
Term1/2/3/4	To evaluate the effectiveness of planning and programmes when addressing student needs.	DP, Syn Leaders	<ul style="list-style-type: none"> * syndicate minutes will reflect discussion about teaching and learning and any modifications made to show how student needs are being met and resourcing is being utilized. * Shared planning documents will have evaluations with future step statements

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?

2019 outcomes:

- Staff actively promote high quality relationships with children and parents.
- Parents and staff know how we communicate together - SeeSaw, Linc-ed, newsletters, interview invitations and discussions (reporting process).
- The role and purpose of the PTA and Board of Trustees will be made clearer to everyone.
- Parent working bees to enhance our school environment.
- The Te Ao Māori programme will be revised and enriched through the COL across school leader input and our Board of Trustees funding 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.

When	What (examples)	Who	Indicators of Progress
Term 1/2/3 Term 2/3 Term 1/2/3	<p>Mandate Seesaw as our major tool for capturing and sharing key learning moments.</p> <p>Refine comments that clearly articulate progress, next steps, support or extension and then benchmarks the student against an evidenced based OTJ.</p> <p>Continue to offer hard copy as well as digital format.</p> <p>Gain data around parent uptake and interaction with digital reporting.</p>	DP and Principal	<ul style="list-style-type: none"> * to discuss the format and how to interpret its content. * Parents being clear about the function of logging Linc-ed and Seesaw. * Juniors are to align to mid and end of year reporting. The milestone assessments will still take place. * Significant increase in uptake and interaction with Seesaw

Term 1/2	Seesaw will roll out for Years 0 to 8. Teams will need support to set this up and define the expectations of content delivery to parents.	DP and Principal	<ul style="list-style-type: none"> * students regularly posting work for parents. * Parent interaction with student work and communication with student and teacher.
Term 1/2	Board to explore the possibility of employing expertise to further develop our Te Ao Maori programme and Kura Reo Teacher growth in the use of Te Ao Maori	DP and Principal	<ul style="list-style-type: none"> * Engaged children in Kura Reo and Kapahaka * Syndicate programmes in Te Reo * Data gathered on use of Maori * Increase in Mana and Identity through deeper understanding of Tikanga and the use of Te Reo.
Term 1/2/3/4	Develop a role for increasing high impact events to foster fun and engagement with wider whanau at school. relationships	DP and Principal	<ul style="list-style-type: none"> * Whanau evenings and Matariki successes to be used as a template for other events to increase parent participation. * Teachers will be confident to have conversations with parents about the teaching and learning. * Teachers will feel safe to explore teaching and learning opportunities because they are supported by their team leader.

Whanau Well-being

This goal will aims to ensure that our school culture develops so that everyone feels safe, valued and meaningful contributors.

2019 Outcomes:

- We will gather data to assess well-being across the school.
- We will use H&S expertise to develop a sustainable H&S practice and all of our policies and procedures will be updated to reflect our current environment.
- We will gain a picture of how people feel about working and participating in school life.
- We will work with the COL AST to develop well-being initiatives (e.g. mindfulness).
- An end of year happiness survey will be shared to assess the effectiveness of these initiatives.
- All of this data will be used to inform changes needed to enhance our school culture.
- 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>
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Term 1/2	Teachers and children to complete the wellbeing@school survey as with all COL schools. We will contact a parent 'Happy' Survey as we have in the past	Principal / outside agencies	<ul style="list-style-type: none"> * Data gathered, analysed and development points established. * Look at school systems, pressure times and possible school responses * An acknowledgement that the job is stressful but there are support networks/systems available and no job is stressfree. * Being aware of self and personal response levels but there is a difference between being stressed and being overwhelmed
T 1/2/3/4	To have discussions around what a psychologically safe work environment and school looks like for all. To grow leadership expertise in middle and senior leaders to foster growth mindset and positive work environments.	DP / Staff	To develop 'Mutually Agreed Terms of Engagement' so all staff know what a safe, professional work environment looks like at Pegasus Bay. This works in with The 'Syndicate Expectations' too. To work with Leadership Lab in the area of growing leaders and ..
T 1/2/3/4	To employ consultant to do a H&S audit of our systems and processes.	DP and Principal	Work with Kate (KB Consulting Ltd) to do a H&S system audit, responsiveness and Increase whanau awareness of H & S
T 1/2/3/4	To be part of wider discussions with other teachers (COL) about the pressures of the job and wellbeing strategies.	staff	The COL focus area of Wellbeing will have spinoffs e.g. teacher PD with Dr Lucy Hone The possibility of teacher swaps with teachers from other schools COL TOD around wellbeing

Achievement Targets for 2019

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
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40 weeks	75	75	75
80 Weeks	75	75	75
Year 3	80	80	80
Year 4	85	85	85
Year 5	85	85	80
Year 6	95	95	90
Year 7	90	90	90
Year 8	90	90	95

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

Maori	85	90	80
ESOL These are mainly Yr1-3 chn.	40	55	30
Yr 5 Boys (34)			70