



Bombay School Charter and Annual Plan

Updated 20/02/2021

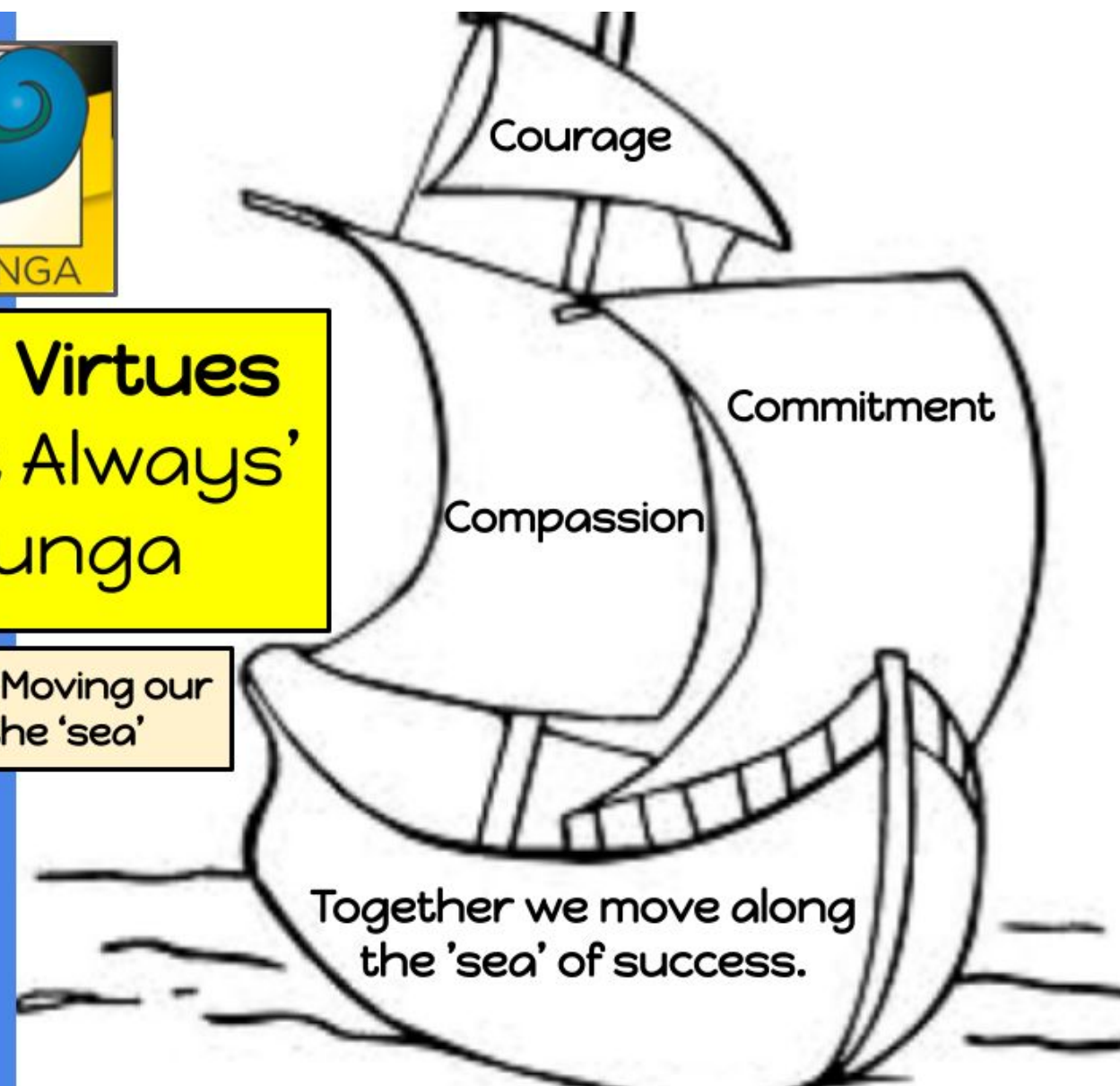
Our Vision:

To assist our students to be: self-motivated learners with effective interpersonal skills, able to achieve their potential in all curriculum areas, using the key competencies as they engage in lifelong learning. To equip our students to be contributing members of the school, the community and beyond.



Bombay Virtues
'Our Best Always'
Ake Runga

The Three C's - Moving our
ship along the 'sea'



Bombay Virtues

'Our Best Always' Ake Runga

The three C's - Guiding our ship along the 'sea'

Courage:

Emotional strengths that underpin the will to take risks and overcome challenge.

Compassion:

Strengths that involve looking out for and supporting others and ourselves.

Commitment:

Demonstrating a positive 'can do' attitude and display perseverance to all that one does.

Bombay Virtues

'Our Best Always' Ake Runga

Courage - 'Kaha'

Courage:

Emotional strengths that underpin the will to take risks and overcome challenge.

How will this look at Bombay School and for our children? (*Brainstorm as a staff or ask the children*)

- Taking a risk
- Standing up for our peers
- Doing something new, stepping outside your comfort zone
- Have a go
- Speaking up when you see something is wrong
- Courage to admit when you have done something wrong - truthful
- Being a good leader
-

Bombay Virtues

'Our Best Always' Ake Runga

Compassion - 'ngakau aroha'

Compassion:

Strengths that involve looking out for and supporting others and ourselves.

How will this look at Bombay School and for our children? (*Brainstorm as a staff or ask the children*)

- Helping others
- Empathy
- Kindness
- Looking at it from the other person's point of view
- Tolerance
- Being inclusive
- Accepting differences
- Equity

Bombay Virtues

'Our Best Always' Ake Runga

Commitment - 'manawanui'

Commitment:

Demonstrating a positive 'can do' attitude and display perseverance to all that one does.

How will this look at Bombay School and for our children? (*Brainstorm as a staff or ask the children*)

Example:

- Have an 'I can do it' attitude
- I will try my best
- I will keep working until I reach my goal
- If at first you don't succeed, try again
- I haven't got it yet
- Finish what I start
- Perseverance
- Honor the commitment
- Continue with jobs
- Keep your word

Bombay Values or Virtues?

'Our Best Always' Ake Runga

Ideas of implementation:

- Visual, displayed around the school - mural, school logo on letters, hats, uniform etc. Visual in the classrooms, office, newsletter
- School wide - in the classroom and out, assemblies, outside of school e.g. sports, trips etc.
- Making it known in the community
- Virtue cards - a record - when received 10 or 15 cards = certificate, 30 cards = ice-block?, 50 cards = lunch with the principal or mcdonalds or something.
- Circle Time within the Classroom.

- End of day reflection:

Ask your children to think pair share:

- Something they did today that was kind (compassion)
- Something they did that was courageous
- Something they learnt (commitment)

Building Empathy, Resilience and how to Manage Emotions!

Bombay Values or Virtues?

'Our Best Always' Ake Runga

School song - Create a song wide song about 'Bombay Kids' (like kiwi kids but we create it)
Sing daily and have it attached to the daily notices. Could be in both Te Reo and English.

'No place I'd rather be' (When I'm at Bombay, there's no place I'd rather be).

Singing - Enhances endorphins - Endorphins enhances/accelerates learning - triggers emotions and memory

What makes us Bombay School?

In February 2017 and November 2018, we asked our community what makes Bombay School unique? The Bombay School Community believe the following :

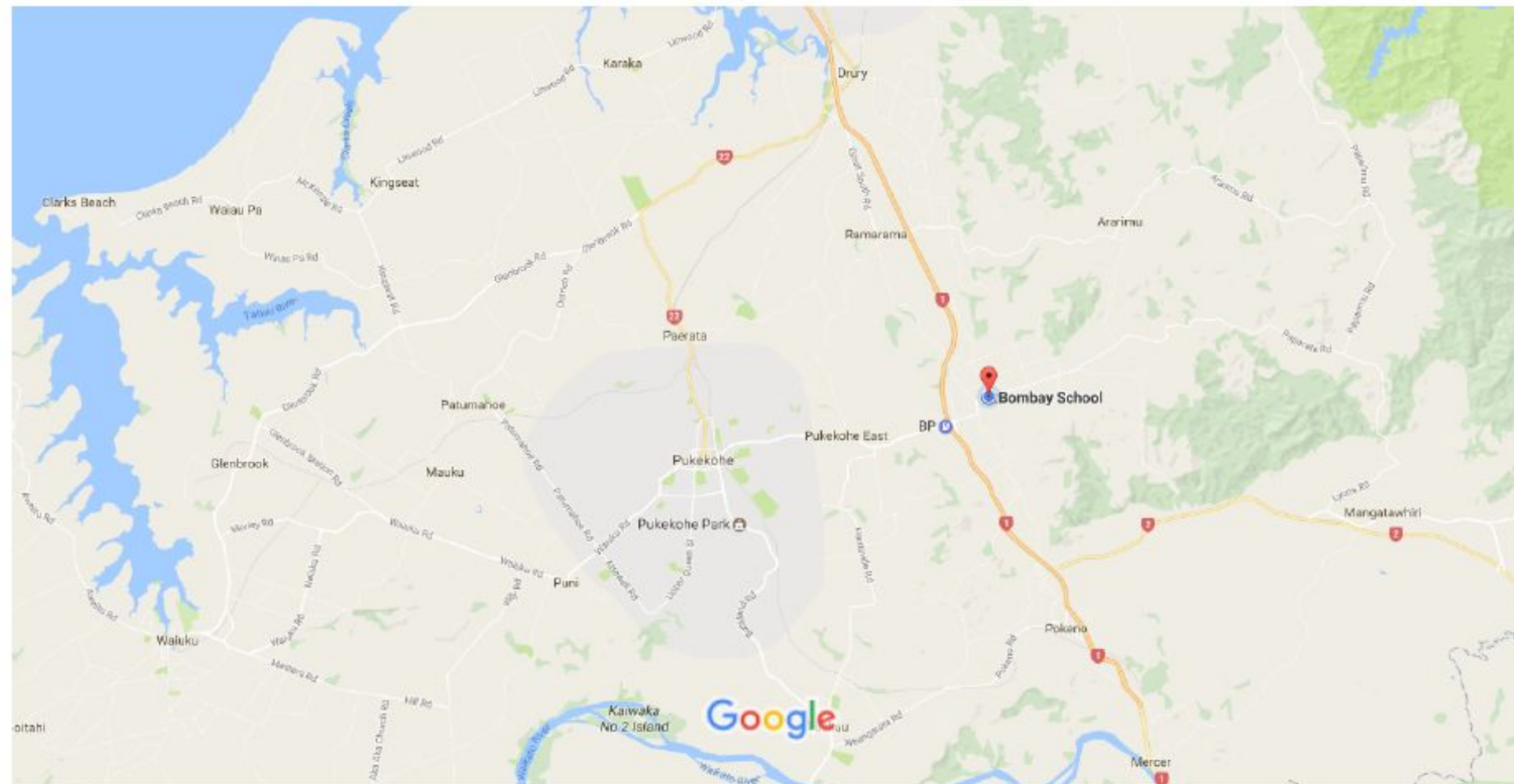
Calf Club	Supportive and Caring Culture.	Amazing Resources	Great facilities and classrooms	Friendly atmosphere
Personalised Learning	Drive for excellence	Range of opportunities	Supportive People	Good Communication
EOTC: Camps	Partnerships	Focal Point of Bombay	Innovative	Reputation

An Introduction to Bombay School?

Location :



35 Paparata Road RD1 Bombay 2675 Ph 09 2361012 Email :
admin@bombay.school.nz



Website

www.bombay.school.nz [Facebook](#) [Youtube](#)

Phone

+64 9 2361012

Fax

+64 9 2360458

Email

admin@bombay.school.nz

Principal

Paul Petersen

ppetersen@bombay.school.nz

Maori presence in Puketutu (Bombay)

Maori used Puketutu as a thoroughfare on their journeys from Te Maketu (Ramarama) to the Waikato.

The area’s eroded 1-million-year-old volcanoes provided high, defensible places to live and clear views over the lowlands to the west (Awhitu) and north (Waitemata). Its rich volcanic soils and warm temperate climate were well suited for growing introduced tropical crops like kumara. Its fast-flowing streams provided fresh clean water. Most importantly, Te Maketu was beside the main trade routes in the region. It overlooked the tracks and roads that ran north and south, from Auckland to Waikato and east to the Hauraki Gulf. It was also at the head of waterways linked to the Manukau Harbour, which could be reached by canoe in winter.

[Read about the history of Maketu here.](#)

[Find more information about Puketutu here.](#)

[Find more information about Maketu here.](#)

History of Bombay School

Bombay derived its name from the ship "Bombay", which arrived in Auckland on March 18th, 1865, from England after an eventful voyage.

There were 400 passengers on board and the journey occupied about four months. When the ship was sailing across the Tasman Sea a terrific storm was encountered off the North coast of New Zealand and the passengers wondered if they would be spared to reach their destination.

During the height of the storm the ship was buffeted fore and aft, and finally the bowsprit carried away, taking the topmast with it and later the mainmast broke off at the deck, taking the mizzen-top with it. A jury mast was rigged, but without a headsail, progress was slow and dangerous. The barque "Constance" (200 tons) of the Circular Saw Line, sighted the old ship and took her in tow and for three days and four nights endeavoured to make progress in calm weather, experienced after the storm. The towing hawser parted, and the barque decided to return to Auckland to obtain a steamboat. Fortunately H.M.S. "Curacoa", on her way to Australia, sighted the "Bombay" soon after and taking her in tow at 4 p.m. got her to Auckland by 11 a.m. the next day, all passengers being delighted to reach their destination.

Some of the passengers settled at Onehunga, but the majority went to the locality then known as Williamson's Clearing which they later named Bombay after the ship which brought them safely to a new land.

However, the troubles of the new settlers were far from ended. They had to set about carving out homes for their families in the dense forests which clad the slopes of the hill. Obstacles were encountered at every turn, but the spirit to win through prevailed in the end and today posterity is enjoying the results of the labours of famous ancestors.

Extract From Centenary Booklet.

A sense of Community

The school is the hub of the community. It enjoys a very strong community and support. The ties between community and school are immeasurable. Generations of locals were students at the school and much current staff have their children enrolled, including the principal. The Home and School Team are a group of committed parents who help to ensure that communication is effective. They plan social events for the school, run the annual calf club and they are the main fundraising arm of the school. Although the school remains grounded in its rural traditions - the community and school are very forward-thinking and tech-savvy. The school communicates via an electronic interactive newsletter, the school App and Facebook.

Treaty Commitment

It can not be assumed that the two cultures have shared understandings and ways of working. In practice, many values and behaviours do not transfer directly from one culture to another. When a person grows up in a culture, many cultural values and practices are internalised to the extent that they become ‘taken for granted’.

All students benefit from being in a culturally inclusive classroom. However, many students from non-dominant cultures are not free to be who and what they are when they go to school. Biculturalism implies the existence of two distinct cultural groups, usually of unequal status and power, within a society united by one economic and political structure. Bicultural individuals identify with core elements of their culture of origin as well as the dominant culture. At Bombay School we are on a journey of developing bicultural competence which entails recognising the importance of understanding and accepting the values of two traditions within bicultural Aotearoa New Zealand, which links directly to the partnership agreement of the Treaty of Waitangi. Integrating Kaupapa Maori into a classroom assists to validate the cultural roots and identity of Maori learners. It also fosters an understanding of cultural and national identity for all learners. Integrating kaupapa Maori is a powerful means of learning, through the exploration and transfer of Maori knowledge, processes and practices, while simultaneously encouraging a better understanding of the unique nature of this country and its indigenous people. Where there is intolerance, its twin, ignorance, will inevitably be present, and conversely so. The NZ Curriculum invites us all to address both, to ensure a strong, productive and cohesive national identity is forged for all New Zealanders. We are thus committed to honouring Treaty Principles.

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

- All students have the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga.” NZC at Bombay School
- During their time in the school all children are involved in programmes which reflect New Zealand’s bicultural heritage;
- The principles of the Treaty of Waitangi have incorporated in-classroom programmes;
- All students learn waiata and karakia
- Students have the option of joining the Kapa Haka group

Curriculum Priorities

The Bombay School Curriculum is based on the guidelines and philosophy of the New Zealand Curriculum and takes into consideration the special nature of Bombay School. It takes as its starting point a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled, and explored. It defines five Key Competencies that are critical to sustained learning and effective participation in society and that underline the emphasis on lifelong learning. The Curriculum identifies the principles for all learning and teaching programmes in New Zealand schools. The principles are based on the premise that **the individual student is at the centre of all teaching and learning**. (We refer to this as personalised learning, supported by flexible learning spaces and the use of digital tools.

Balanced Curriculum Coverage

Balanced coverage of The New Zealand Curriculum is achieved through the eight learning areas and principles, values and Key Competencies as outlined in the New Zealand Curriculum, and are based on developing specific learning outcomes taken from the Achievement objectives. Programmes take note of the special character and culture of Bombay School and its community. Subjects included are English, Mathematics and Statistics, Science, Social Sciences, the Arts, Digital Technologies, Health and Physical Education, Learning Languages and Technology.

Learning to Learn “The Curriculum encourages all students to reflect on their learning processes and to learn how to learn.” NZC
At our school

- a range of thinking and learning strategies are specifically taught and implemented in authentic contexts;
- students are involved in setting and evaluating specific goals for their learning;
- teachers and students collaboratively develop learning intentions and success criteria;
- teachers provide specific feedback about learning and identify the next learning steps;

High Expectations

“The Curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their circumstances.” NZC
At Bombay School :

- the whole school publicly acknowledges the successes of individuals, groups and teams with awards and certificates through such devices as assemblies, newsletter & website publications, visits to the Principal, letters to parents, and prize-givings;
- the DP and AP work with staff to ensure that class programmes meet the needs of all levels of learners in the school;
- the Learning Progress report focuses on maximum growth and individual success where goals are set for student learning;
- students learn to take responsibility for their learning to complete set tasks and meet deadlines;
- students are involved in setting and evaluating targeted goals;
- learning intentions are shared and able to be verbalised by students;
- students develop a high level of respect for community values and demonstrate a high level of respect in a variety of situations.

Cultural Diversity

The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.” NZC

At Bombay School we:

- understand and respect that different cultures make up New Zealand society;
- promote non-racist attitudes and behaviours;
- recognise that students may need to meet more than one set of cultural expectations;
- consider and respect the traditions and beliefs of cultural groups within the local community.

Inclusion

“The Curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.” NZC

At Bombay School:

- gifted and talented students are catered for through curriculum differentiation in classrooms;
- we offer additional experiences through our Akoranga / Genius Hour/ Fun Day Friday and Free Thinking Friday Programmes.
- we provide learning support to identified students with learning challenges;
- a range of assessment strategies are used to inform learning and identify next steps for students;
- students are given many opportunities to participate in education outside the classroom

Coherence

“The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions and opens up pathways to further learning.” NZC

At Bombay School:

- teachers develop children’s core competencies and knowledge in literacy and numeracy and ensure the process of learning includes the development of skills and strategies;
- integration and inquiry learning underpin other curriculum areas such as Science, Social Studies, Health and Technology;
- ICT use is integrated into a variety of ways to enhance student learning and outcomes;
- opportunities are provided for students to share experiences and resources from year 1 to 8

Future Focus

Future Focus “The Curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.” NZC

At Bombay School:

- teachers utilise opportunities wherever possible for transfer of learning into authentic real-life contexts;
- social action is an important part of the inquiry learning process;
- students are given opportunities to develop leadership through service to the school;
- broad themes are selected to allow for exploration of future-focused issues.

Traditional Grounding

At Bombay School, we remain committed to our rural roots and traditions.

Community Engagement

“The Curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.” NZC

At Bombay School

- parent education meetings are regularly offered to inform parents of new developments or programmes in the school;
- parents, past pupils, current students and staff are invited to offer support in various ways;
- connections are developed between students at different levels of the school;
- an awareness of individual and community responsibility is fostered through class programmes;
- students use community and personal resources to enhance their learning.

Mathematics & Numeracy

Mathematics including numeracy: Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems.

We aim to develop:

- a positive attitude towards Mathematics and an awareness of the fascination of Mathematics;
- competence and confidence in mathematical knowledge, strategies and concepts;
- an ability to solve problems, to reason, to think logically and to work systematically and accurately, transferring new learning into meaningful contexts with the flexibility of mind;

- perseverance, initiative and an ability to work both independently and in cooperation with others;
- an appreciation of the importance of sharing Mathematics by discussing, explaining and reporting.
- confidence and competence in using digital technology to support the learning and teaching of mathematics.

English:

English: “English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.” NZC Pg 18

We aim to develop:

- effective oral, written and visual communicators (who can think deeply and critically);
- students who understand the information they receive from listening, reading and viewing;
- students who can create meaning for themselves and others when speaking, writing and presenting;
- students who can fully access all areas of the curriculum;
- effective citizens in society. Four Inquiry Pathways (includes Social Science, Science, Technology and Health):

Inquiry Pathways:

“Inquiry-based learning is a constructivist approach, in which students have ownership of their learning. It starts with exploration and questioning and leads to an investigation into a worthy question, issue, problem or idea. It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking action.”

Inquiry involves a process of exploration, questioning, making discoveries, and testing the reliability and validity of these discoveries to create new understanding.

It is our aim to:

- provide students with the opportunity to pursue learning in a real context;
- develop their skills in all aspects of literacy, creative and critical thinking, effective communication and high productivity;
- explore, gather, organise and present information to see the relationships and links between their learning and to use these to make sense of their world;

Other Learning Areas :

The Arts

Students engage in lessons for Visual Art, Dance and Drama, Music.

Where possible the content and context of these lessons are integrated into classroom inquiry units.

These classes are taken by generalist teachers.

Health and Physical Education:

Physical Education aims to provide a range of experiences which will assist in the development of long-term, self-sufficient physical well-being, thereby fostering self-esteem, mental awareness and social well-being.

Students attend one session a week with their generalist PE teacher; this is augmented by lesson with the Akoranga Sports teachers.

Religious Education:

The school does not offer religious education.

Digital Technologies:

With its focus on design thinking, technology education supports students to be innovative, reflective and critical in designing new models, products, software, systems and tools to benefit people while taking account of their impact on cultural, ethical, environmental and economic conditions.

The aim is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens and provide a platform for technology-related careers. Students learn that technology is the result of human activity by exploring stories and experiences from their heritage, from Aotearoa New Zealand’s rich cultural environment, and contemporary examples of technology. As they learn in technology, students draw on and further develop the key competencies.

Technology:

Students in Years 1-6 are taught by their generalist teachers. Where possible, technology is integrated into their inquiry focus. In 2018, we are trialling the set-up of a Makerspace Room, to cater for STEAM curricula

Students in Years 7–8 students attend Materials Technology and Food Technology lessons at Rosehill Intermediate School.

Planning:

Whole School Planning Coordinated programmes of work for Mathematics and Statistics, English and Integrated Learning Pathway are used by the staff. The programmes of work cover Levels 1 to 5 of the Curriculum and give guidance to staff on areas such as long term-planning, Curriculum coverage, differentiation and assessment. They follow a schedule of review and renewal. Classroom Planning Teacher planning includes long-term plans developed from the above whole school programmes of work with Achievement objectives translated into unit plans; a displayed timetable and planning of specific learning outcomes to make the purpose of classroom programmes clear.

Planning reflects the needs of the class as determined by careful ongoing evaluation of the students.

Resources:

The curriculum budget is managed by the team manager.

Calf Club

Calf club has been running at the school for over 80 years now. It's a compulsory school day.

There are three foci :

1. Agricultural focus. We want children to experience animal husbandry.
2. Strengthening Community: Calf club is an annual tradition through which our community can join together and commune in friendship.
3. Fundraising: Calf Club is the biggest annual fundraiser for Bombay School

For more info - visit our website: http://www.bombay.school.nz/26/image_galleries/3-photos-calf-club-2014

Free Thinking Friday/ Fun Day Friday/ Genius Hour

Free Thinking Friday is based on student-led inquiry. Fun Day Friday has a junior school focus and it is based on play-based learning.

Genius Hour has a senior school focus and is based on student-led inquiry.


EOTC

Our school has a rich history of school camps, starting at Year 3. For more information visit our website.

We also go on various excursions throughout the year - depending on what we are studying.

Charter Undertaking :

By Section 64 of the Education Act, the Bombay School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives of this charter which have been approved by the Board following consultation with the community in terms of Section 61 and 63 of the Education Act and to take full account of the National Education Guidelines and all the statutory obligations. The Board has accepted this charter as its undertaking to the Ministry of Education. This Charter will be submitted to the Ministry in Term 1 2017. This Charter and its annual goals will be reviewed in Dec 2017, or sooner as the need arises.

Principal: 

Date : 23 February 2021

Chairperson : BOT : _____

Date : 23 February 2021

[INDEX](#)

[Board of Trustees: Details - As of January 2021](#)

[Strategic Section 2021-2023](#)

[Strategic Goal One: all students to read at age appropriate levels after 3 years of attendance at Bombay School.](#)

[Strategic Goal Two: Assisting all students to write at age appropriate levels after 3 years of attendance at Bombay School.](#)

[Strategic Goal Three: Assisting all students to work at age appropriate levels a in mathematics after 3 years of attendance at Bombay School.](#)

[Strategic Goal Four: Science](#)

[Strategic Goal Five: Commitment to the treaty](#)

[2021 Action Plan: Reading](#)

Requirements of a charter:

Your charter does not need to be a long and detailed document. The purpose of a charter is to outline the key areas your board will focus on, both in the long-term and the coming year, in plain language that is easy to understand, while incorporating the priorities identified by parents, whānau, and your community. The aims and targets included in your charter are based on evidence and outcomes of your board's self-review.

Charters include three main sections:

- the introductory section (including mission, vision and values)
- the strategic section
- the annual section (including targets and planned actions).

INDEX

[Strategic Goal One \(READING\) 2021-2023 :](#)

[Strategic Goal One: Assisting all students to read at age appropriate levels after 3 years of attendance at Bombay School.](#)

[2021 Actions \(Reading \)](#)

[2021 Action Plan : Writing](#)

[2021 Actions \(Writing \)](#)

[2021 Actions \(Maths\)](#)

[2021 Maths Management Action Plan :](#)

[Strategic Goal Five: Commitment to the Treaty](#)



BOARD OF TRUSTEES: DETAILS - AS OF JANUARY 2021

Name	Phone	Email	Position on board	Type of member [Note 1]	Start date	Left the board date	Current Term expires
Matthew Bagley	021902116	mbagley@bombay.school.nz	Chair	EL	Re-elected 2019		Election of 2022
Susie Stafford Bush	0212972992	sstafford-bush@bombay.school.nz	Staff Rep	EL	Elected 2019		Election of 2022
Michael Pascoe	+64 27 580-5586	mpascoe@bombay.school.nz	Property Rep	EL	Re-elected 2019		Election of 2022
Michelle McRobbie	027 588 7550	mmcrobbie@bombay.school.nz	Personnel	EL	Re-elected 2019		Election of 2022
Becky Causebrook	0211710864	bcausebrook@bombay.school.nz	Treasurer/ Finance	EL	Elected 2019		Election of 2022
Kelly Jones	0276229866	kjones@bombay.school.nz	Secretary	EL	Elected 2019		Election of 2022
Paul Petersen	0212121433	ppetersen@bombay.school.nz	Principal	Principal	Jan 2014		

STRATEGIC SECTION 2021-2023

STRATEGIC GOAL ONE: ALL STUDENTS TO READ AT AGE APPROPRIATE LEVELS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.

2021 Reading Goal:

We aim to target the following groups of students for accelerated progress in 2021, as follows:

1. By the end of 2021, we will aim to have 100% of year one students reading, responding to and thinking critically about fiction and non-fiction texts at PM Level 12.



2. We are targeting nineteen Year 2 students. We would like them to be at PM level 17

Year 2 2021 Targets to reach PM Level 17 by the end of 2021

Our focus this year (2021) will be to improve teaching practice at this year level, as one component of reaching our goal. We have engaged Vision Education to provide MOE Funded PLD to achieve an improvement in practice and to focus on consistency between classes and teams.

3. We are targeting 5 Year 3 students. We would like them to be @ PM 21

2021 5 Year 3 targets to reach PM21

Our focus this year (2021) will be to improve teaching practice at this year level, as one component of reaching our goal. We have engaged Vision Education to provide MOE Funded PLD to achieve an improvement in practice and to focus on consistency between classes and teams.

4. We are targeting 8 Year 4 students. We would like them to be operating RA 8-9 years (Probe) Level 23/24 PM

We are targeting 8 Year 4 students to be at RA9-10 year (Probe).

Our focus this year (2021) will be to improve teaching practice at this year level, as one component of reaching our goal. We have engaged Vision Education to provide MOE Funded PLD to achieve an improvement in practice and to focus on consistency between classes and teams.

5. We are targeting 6 Year 5 Students. We would like them to be reading at RA 9-10 years (Probe)

In 2021 we would like six Year 5 students to be at RA 9-10 years (Probe)

Our focus this year (2021) will be to improve teaching practice at this year level, as one component of reaching our goal. We have engaged Vision Education to provide MOE Funded PLD to achieve an improvement in practice and to focus on consistency between classes and teams.

6. We are targeting Five Year 6 students. We would like them to be accelerated to RA 10-11 years (Probe)

The 2021 Year 6 Target Students

We are targeting Five Year 6 students to be at RA 10-11 years (Probe)

Our focus this year (2021) will be to improve teaching practice at this year level, as one component of reaching our goal. We have engaged Vision Education to provide MOE Funded PLD to achieve an improvement in practice and to focus on consistency between classes and teams.

7. We are targeting four Year 7 students. We would like these students to be accelerated to 12 years (Probe)

In 2021 We are targeting four years 7 students to be at Probe 12 years.

Our focus this year (2021) will be to improve teaching practice at this year level, as one component of reaching our goal. We have engaged Vision Education to provide MOE Funded PLD to achieve an improvement in practice and to focus on consistency between classes and teams.

8. We are targeting Nine year 8 students. We would like these students to be accelerated (i.e. more than one year's progress in a year) to a reading age band of 13+

The 2021 Year 8 Targets

We are targeting Nine Year 8 Students to be RA13+

Our focus this year (2021) will be to improve teaching practice at this year level, as one component of reaching our goal. We have engaged Vision Education to provide MOE Funded PLD to achieve an improvement in practice and to focus on consistency between classes and teams.

Accelerant Reading

Accelerant students will be targeted as follows:

1. Year 4 - 20% of year 4 will be reading @ or above RA 11 (8-year-olds)

The 2021 Year 4 Goal

In 2021 we would like to see 20% of year 4's above RA 11.

2. Year 5 - 20% of year 5 will be reading @ or above RA 12 (9-year-olds)

The 2021 Year 5 Goal

In 2021 we would like to see 20% of year 6's above RA 12.

3. Year 6 - 20% of year 6 will be reading @ or above RA 12-13 (10-Year-olds)

The 2021 Year 6 Goal

In 2021 we would like to see 20% of year 6's above RA 12-13.

4. Year 7 - 20% of year 7 will be reading @ or above RA13-14 (11-Year-olds)

The 2021 Year 7 Goal

In 2021 we would like to see 20% of year 7's above RA 13-14.

5. Year 8 - 40% of year 8 will be reading @ or above RA 15+ (12-Year-olds)

The 2021 Year 8 Goal

In 2021 we would like to see 20% of year 7's above RA 15.

We will also focus on engaging boys and accelerating their achievement in reading by reviewing our reading materials, seeking greater student input into the choice of reading materials and activities, attending professional development, focused on boys' reading.

STRATEGIC GOAL TWO: ASSISTING ALL STUDENTS TO WRITE AT AGE APPROPRIATE LEVELS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.

2021 Writing Goal :

We aim to target groups of students for accelerated progress in 2021, as follows:

1. We are targeting zero Year 2 students. We are targeting these students to be at 1P-1A,

The 2021 Year 2 Targets

We are targeting zero year 2 students to be at 1P-1A.

2. We are targeting zero Year 3 students. We would like these students to be at 2B-2P

The 2021 Year 3 Targets

In 2021 we will target 5 students to be at 2B-2P)

3. We are targeting four Year 4 students. We would like these students to be 2P-2A;

The 2021 Year 4 Targets

We are targeting Four Year 4 students to be at 2P-2A

4. We are targeting seventeen Year 5 students. We would like these children to be at 3B-3P;

The 2021 Year 5

We are targeting seventeen years 5 students to reach 3B-3P

5. We are targeting eight Year 6 students. We would like these students to be at 3P-3A;

The 2021 Year 6 Targets

We will target eight Year 6 Students to be at 3P-3A.

6. We are targeting eight Year 7 students. We would like these students to be at 4B-4P

The 2021 Year 7 Targets

We are targeting eight Year 7 Students to be at 4B-4P.

7. We are targeting nineteen Year 8 students, namely. We would like these students to be at 4P-4A, by the end of 2019.

The 2021 Year 8 Targets We are targeting nineteen Year 8 Students to be at 4P-4A, by the end of 2020.

It will also mean a focus on writing to engage and accelerate boys. We will focus on spelling.

Accelerant writing

Accelerant students will be targeted as follows:

1. Year 4 - 20% of year 4 will be writing @ or above 3B (8-year-olds)

2. Year 5 - 20% of year 5 will be writing @ or above 3A 12 (9-year-olds)

3. Year 6 - 20% of year 6 will be writing @ or above 4P (10-Year-olds)

4. Year 7 - 20% of year 7 will be writing @ or above RA 4A (11-Year-olds)

5. Year 8 - 20% of year 8 will be writing @ or above 5B (12-Year-olds)

BOMBAY SCHOOL SUSTAINABILITY ACTION PLAN WRITING, 2021

Goals:

Goal 1: Use assessment information to inform teaching and learning programmes, including unpacking and co-constructing learning with our learners.

Goal 2: Ensure there is the consistency of practice and pedagogy, with high expectations for all learners.

Goal 3: Ensure there is regular, consistent and appropriate formative assessment as an integral part of writing instruction.

Goal 4: Implement and sustain needs-based, explicit teaching for our target students, monitoring their progress and achievement regularly and using data to inform future actions.

Goal(s)	Action	Time	Personnel	Resources	Outcomes
2	Best Practice Writing Programme Informed by scoping data. What does best practice look like?	Week 1	Staff		-Continue to build on the understanding of the best practice.
1	Introduce the PACT/LPF writing assessment tool	TOD	Staff	PACT tool	-Develop knowledge of robust summative assessment to inform OTJs and teaching and learning programmes
1	Use LPFs/PACT assessment regularly to develop understandings of the tool. Use information from LPFs/PACT to inform teaching and learning actions in writing.	Ongoing	Staff	PACT/LPF tool	-Use knowledge gained from assessment to inform writing instruction.
1, 3	Schoolwide Writing Sample Moderation of Writing Sample - Week 7		Teachers		-To identify the current achievement level of each learner to inform teaching and learning programmes
2, 3	Team Leaders in classes Week 6	Week 6	Team		-Looking at the the

	and Week 10/11 -Modelling Books Writing Groups Standards in Books Discussion Time Oral Language Reflecting on Learning, self or peer assessment	Week 10/11 Target Students	leaders		direction of the team. Giving extra support if needed. -Road Map for future planning and action for the team.
2, 3	Using Readings - professional development Team meetings to dedicate some time to professional development.	Ongoing			-Build teachers' content knowledge -Identify a range of resources, graphic organisers and ideas to support writing instruction.
1, 4	Essential lists, GAP analysis, blends, word rings, word families 42 sounds of English (Joy Allcock)	Beginning of Term 1 *Post assessment to inform Term 2 if applicable	Staff		
2	Building vocabulary through the school Integrating Inquiry / technical/academic/subject-specific language as well as descriptive language				Every single writing session MUST contain the acquisition of vocab

STRATEGIC GOAL THREE: ASSISTING ALL STUDENTS TO WORK AT AGE APPROPRIATE LEVELS A IN MATHEMATICS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.

2021 Maths Goal:

We aim to target the following groups of students for accelerated progress in 2021, as follows:

1. We are targeting zero Year 2 students. We would like these students to be at stage 4;

[Redacted: zero Targets]

2. We are targeting nine Year 3 students. We would like these students to be at Beginning Stage 5;

The 2021 Year 3 Targets

We are targeting nine year 3 students to be at beginning stage 5.

3. We are targeting eight Year 4 students. We would like these students to be Stage 5;

The 2021 Year 4 Targets

4. We are targeting eleven Year 5 students. We would like these students to be at Beginning Stage 6;

The 2021 Year 5 Targets

We are targeting eleven Year 5 students to be at Beginning Stage 6.

5. We are targeting six Year 6 students. We would like these students to be in stage 6.

The 2021 Year 6 Targets

6. We are targeting nine Year 7 students. We would like these students to be at Beginning Stage 7;

The 2021 Year 7 Targets

7. We are targeting 11 Year 8 at students. We would like these students to be at End Stage 7, by the end of 2021,

The 2021 Year 8 Targets

Accelerant Mathematics

Accelerant students will be targeted as follows:

1. Year 4 - 20% of year 4 will be working @ or Stage 5 (8-year-olds)

2. Year 5 - 20% of year 5 will be working @ or Stage 6 (9-year-olds)

3. Year 6 - 20% of year 6 will be working @ or above stage 7 Level 4 (10-Year-olds)

4. Year 7 - 20% of year 7 will be working @ or above Stage 8 Beginning Level 5 (11-Year-olds)

5. Year 8 - 20% of year 8 will be working @ or above Stage 8 Level 5 (12-Year-olds)

STRATEGIC GOAL FOUR: SCIENCE

Refer to the Science Development Plan 2021-2022 (Below)



Bombay School

Science Development Plan 2021-2022

Rationale for Strategic Direction

Bombay School believes that the teaching of science at primary school level is critical in order to ensure that children are able to use science for personal decision-making and to participate in civic, political, and cultural discussions related to science in the future. Their pedagogy is based on personalised learning and thus they believe that science should be taught within a relevant context which is child led. Bombay school is committed to developing a hopes that their participation in the Science Teaching Leadership Programme will help them gain further skills and knowledge so they can build a school science curriculum that leads to more meaningful outcomes for their tamariki through their participation in the Science Teaching Leadership Programme administered by the Royal Society.

This plan for science at Bombay School has been developed using the results from the Science Self-Review and the evaluative questions:

1. **For students** - To what extent are we empowering our Bombay learners to inquire into understanding and explaining the science in their lives?
2. **For teachers** - To what extent do our teachers understand the role of Nature of Science when teaching science?
3. **For community** - How can we engage our community in science learning? What are our whanau/community's perceptions of science teaching at Bombay School?

The self review analysis revealed four goals for us to concentrate on during 2021-2022. Science will be the focus of teaching and learning in 2021-2022.

Goal 1: Constructing a school science curriculum that leads to more meaningful outcomes for our tamariki

Actions required	Responsible	Time Frame	Outcome Indicator	Funding required
Senior management to ensure the focus for 2021-2022 is for it to be science PLD through strategic planning and school expectations	Paul Petersen	Term 1, 2021	School Annual Plan 2021 Science prioritised Long Term Planning Science focused learning pathways	
Follow the guided steps from Constructing Your Primary School's Curriculum. Science team lead staff meetings once a term Teacher only day	Paul Petersen Yating Wang Kat Cameron Charlotte Dorotich Sharron Hughes	Term 1, 2021 onwards Draft by the end of 2021 TOD 04/06/21	Documented is reviewed by teachers, Management, BoT, whanau and school community. Teacher planning reflects curriculum	8 days release from STLP to organise, collate result, construct draft. 4 days release from School to release other teachers in the science team
Develop a system for assessing and reporting on student progress	Yating Wang Kat Cameron Charlotte Dorotich Sharron Hughes	On going	Rubric to assess Science Capabilities	

Goal 2: Increasing teacher engagement and confidence in teaching Science

Actions required	Responsible	Time Frame	Outcome Indicator	Funding required
PLD Staff Meetings: twice a term focus <ul style="list-style-type: none"> • Understanding and becoming familiar with the NoS strand and how to use it. • Teaching of capabilities through hands on activities • Introduction of AST (Ambitious Science Teaching) to become familiar with questioning and discourse • Integration into key areas - resources such as Connected Series and nonfiction journals/stories used for reading (link each activity with a story/supply templates for writing linked to capability) 	Yating Wang	End of 2022	Evident in teacher planning and practice Teachers are more confident teaching via Capabilities <ul style="list-style-type: none"> • Compulsory Self-Assessment Tool Nature of Science • Teacher confidence and Understanding of Science Teaching Survey repeated • Frequent science teaching in the classrooms 	2 days per term for staff meeting preparations 8 days in total from STLP
Collaborative planning and team teaching	Yating Wang Teachers	Beginning Term 2, 2021	Video evidence, teacher's self analysis and reflections	4 days release for Yating from STLP
Modelled science lessons	Yating Wang	On going	Re survey staff	4 days release for teachers (One syndicate per day) School founded

Goal 3: Increasing student engagement and student understanding of Science Capabilities

Actions required	Responsible	Time Frame	Outcome Indicator	Funding required
<p>Explicit teaching of science - All Science learning experiences will be based around the Nature of Science using the Science Capability focus for the term as the tool for teaching it.</p> <p>Provide teachers authentic learning opportunities - Science focused 2020-2021 inquiry overview</p> <p>Provide teachers resources to support science teaching and learning, aligned with Long Term Planning</p> <p>Have science tables in each classroom.</p> <p>Teachers will work towards providing learning experiences outside the classroom where relevant</p> <ul style="list-style-type: none"> • School trips • Homelearning • Camp 	<p>Teachers</p> <p>Yating</p> <p>Yating</p> <p>Teachers</p> <p>Teachers</p>	<p>On going</p> <p>Term1, 2021</p> <p>On going</p> <p>By the end of Term 2, 2020</p> <p>On going</p>	<p>Teacher observations of student engagement.</p> <p>Assessment through the integration of writing/reading/maths Oral presentations</p> <p>NZCER student survey</p> <p>NZCER Thinking with Evidence survey</p> <p>Student interview</p> <p>Planning which includes relevant and authentic learning experiences for students</p>	

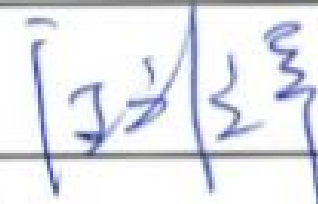
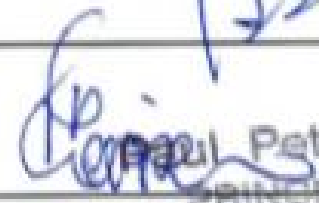
Goal 4: Engaging with community/whanau in science learning around development of science capabilities and Mātauranga puraiao

Actions required	Responsible	Time Frame	Outcome Indicator	Funding required
Classroom teachers to engage with whanau to identify members of our school community to support science learning in our classrooms.	Teachers	Term 2, 2021	Evidence of Science at school events	2 days to prepare the Science Open Week from STLP
Building relationships with local business, science organisations or science agencies.	Yating	On going	Feedback from parents/whānau at the events, through classroom teachers or through a survey	
Establish connection with local Marae	Yating	On going	Evidence of teachers involving themselves and their students in planning, through Seesaw and Facebook	
Bombay School Science Open Week	Yating	Term 2, 2021	Database up and running Teachers utilising the database Local business, science organisations trips Guest speakers	

STLP Analysis of Science Self Review and Science Development Plan

SCIENCE TEACHING
LEADERSHIP PROGRAMME



School	Bombay School
Participant teacher	Yating Wang
Science development funding requirements and itemised costing <i>Daily reliever rate may vary from school to school. Include GST</i>	2021 release funded by STLP: 22 days Daily reliever rate: \$386.52
Total funding required	\$386.52/day x 22 days = \$8503.44
School bank account details – name of account and number	Bombay School 12-3023-0473410-00
Participant teacher signature	
Principal or HOD Science signature	 Paul Petersen Principal
Date	03/02/21

STRATEGIC GOAL FIVE: COMMITMENT TO THE TREATY

See the Action Plan below

Thus, to meet our strategic goal, Bombay school has set the following annual targets over 3 years:

READING

	2020	2021	2022	
Reading after one year at school	Maintain 80% of year ones to be reading at Green by Dec 2019.	Maintain 80% of year ones to be reading at Green by Dec 2021.	Maintain 80% of year ones to be reading at Green by Dec 2022.	
Reading after two years at school	Aim to have 90% reading at Turquoise after 2 years at school.	Aim to have 90% reading at Turquoise after 2 years at school.	Aim to have 90% reading at Turquoise after 2 years at school.	
Reading after three years at school	94% to be reading at Gold or above after 3 years at school	94% to be reading at Gold or above after 3 years at school	94% to be reading at Gold or above after 3 years at school	
Reading @ the end of year 4	Aim to have 100 % of Year 4s reading at or above level 2 of the curriculum.	Aim to have 100 % of Year 4s reading at or above level 2 of the curriculum.	Aim to have 100 % of Year 4s reading at or above level 2 of the curriculum.	
Reading @ the end of year 5	Aim to have 100 % of year 5's reading towards level 3.	Aim to have 100 % of year 5's reading towards level 3.	Aim to have 100 % of year 5's reading towards level 3.	
Reading @ the end of year 6	Aim to have 100% of Year 6's working at level 3	Aim to have 100% of Year 6's working at level 3	Aim to have 100% of Year 6's working at level 3	
Reading @ the end of year 7	Aim to have 100% of Year 7 students working towards level 4	Aim to have 100% of Year 7 students working towards level 4	Aim to have 100% of Year 7 students working towards level 4	
Reading @ the end of year 8	Aim to have 100% of Year 7 students working at level 4	Aim to have 100% of Year 7 students working at level 4	Aim to have 100% of Year 7 students working at level 4	
		Maintain 80% of year ones to be reading at Green.	Maintain 80% of year ones to be reading at Green.	
2021 ACTION PLAN: READING				

<p>A focus for 2021 will be to engage and accelerate boys. Over the last 4 years, we have seen a shift in reading from 79.4% to 86%. Noting all the variables, (eg. Inconsistency of OTJ data, different cohorts of students, changes in staff, year 1 data etc), the growth has been positive but not been at the level we would want, yet. More work needs to be done in supporting students with special needs to reach expected levels. We will continue to provide professional development for teachers. Modelling the Bombay way and expectations for the teaching of reading will continue through 2021. Improvements need to be made to the way we deliver our pedagogy, the use of digital tools and the development of our Innovative Learning Spaces. We also need to improve our management of real-time assessment data - to respond to it immediately so that it will immediately impact on teaching and learning. We will continue with this strategy in 2021. We also need to strengthen teaching as an inquiry approach. We will also participate in the ALL Programme - <i>Accelerated Literacy Learning in 2021</i>.</p>			
<p><u>STRATEGIC GOAL ONE (READING) 2021-2023 :</u></p> <p>STRATEGIC GOAL ONE: ASSISTING ALL STUDENTS TO READ AT AGE APPROPRIATE LEVELS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.</p> <p>2021 Reading Goal: We aim to target groups of students for accelerated progress in 2021.: We will also focus on engaging and accelerating boys' achievement in reading.</p> <p><u>BOT</u> It is the board's strategic aim to ensure that all children are making, and sustaining reading progress over the academic year. The board expects that lessons will provide children with enough stretch and challenge. Further, the board would like to see increased learner agency. They (BOT) request us (Staff) to make accelerant students and students who are below their reading age, our target students for 2021, and to report their achievement throughout 2021.</p>			
<p>2021 ACTIONS (READING)</p> <ol style="list-style-type: none"> 1. There are 72 Reading Target Students in 2021. 2. Students were added to the list of the Reading Teacher's priority learners for 2021. 3. At Fortnightly Syndicate meetings: The team will discuss progress with reading learning. Team members will contribute to teaching and learning ideas/ strategies. 4. Student's running records will be monitored by the team with the express purpose of applying collective expertise to the analysis and follow-up strategies. 5. At fortnightly syndicate meetings - team members will analyse reading data. The classroom teacher will update the <i>Record of actions and progress</i> column of the reading action plan at each fortnightly achievement meeting. 6. Weekly monitoring of student's home reading in years 1-3 will take place and identified families will be offering reading together support. 7. Assessment of student's current learning progress will be overseen by the team manager and an SLT Member. 8. The reading teacher will use Seesaw, to contact the student's family termly to touch base about reading learning progress. 9. The student will be supported to set SMART goals - which will be added to their Seesaw. The reading teacher and the team leader will regularly review the student's progress against these goals. 10. Attendance will be monitored - as this is a potential issue. If any patterns develop - alert Paul / Susie immediately. 11. Home support will be offered - sending extra readers, offering to hold special meetings for parents who are keen to support with home reading, video support material will be sent home. MOE - how you can help at home docs will be sent to families. 12. Teachers will build relational trust with these students. Take purposeful steps to build relational trust & cultural responsiveness will be improved through conscious and deliberate acts. 13. Teachers will focus on building growth mindsets for these students. 14. Identified students will be placed on the ALL programme. These students require more TEACHER TIME. If a Teacher Aide is assigned to your room - use the teacher aide to assist other groups - while you work with your target groups. 15. Regular reading at school and home must be a central focus for all teachers. Teams must work to ensure consistency of this message between classes and that it's communicated to parents. 			

16. Reinforcement of the message from home and school, that they must read daily. Teachers to remind parents via class newsletters and homework. School admin to highlight the issue via the newsletter and the App.
17. Send home App reminders about daily reading - over summer break to address summer-slide.
18. Using texts that are at an appropriate level is also important. When left to their own devices, children tend to choose books that may be too difficult, simply because that's what their peers are reading. Each class is to have appropriately levelled resources readily available to readers. Team Managers to make this a focus - and ensure that the team is regularly refreshing the resources.
19. Catch these children earlier, we can make a positive difference to their reading ability (and their attitude towards reading) more easily. Parents are a tremendous ally here. Keep regular contact and keep them informed.
20. We should be sending home daily texts with every Yr 4 child. And with the Yr 5 children who are struggling readers. Team Managers to ensure that this is happening for these children.
21. Focus on spelling: Deliberate teaching of spelling (Joy Alcock resource).
22. Modelling of literacy teaching strategies. Team Managers and SLT to ensure that there is consistency between classes and teams.
23. Consider specific individual need - the teaching of phonic strategies for struggling readers
24. Monitor attendance where this is an issue. Alert your team manager sooner rather than later. The SLT will respond to this alert.
25. Using specific strategies for students with dyslexia tendencies. Resources provided
26. Initiate an auditory discrimination processing test for applicable students. Involve SENCO and the LSC.
27. Refer for eye/ hearing testing where needed. Involve SENCO and the LSC.
28. Practise, practise for students who have memory retention issues. Use rote learning if needed.
29. Provide word rings - based on spell write levels. Send this home in your book bags - together with a list of strategies that parents can use to help their children. Make available a resource for parents, with details of word and sounds games to play with their children.
30. It is important to carry out the Joy Allcock tests (pseudo-words, blends, digraphs) on the target children at the start of each year. (As the Junior School has been implementing Joy's theories for the past few years, all children entering Yr 4 from now on, should have a thorough understanding of the sounds in the English language and the corresponding spelling patterns.) The tests give a very comprehensive picture of a child's ability to identify and record the sounds in words. We also need to have checks in place to assess such concepts as knowledge of consonants and vowels. Use appropriate digital resources to target the desired concept/ skill.
31. It may be worth considering a change to the content of homework spelling lists. The essential words, of course, must still be learned, but perhaps we should alternate each week between words containing a particular sound and words which are topic-related. Discuss this at team meetings.
32. If we can improve these children's spelling, the result will be that the content and fluency of their written work will also improve - their mental energy can be used more creatively.
33. Book chat: Reading is not just a solitary activity. The social aspect of reading such as discussion with peers can be a powerful motivator. Encourage informal discussions about reading and books ensuring students can express opinions freely and safely.
34. Encourage book talk in the class. Encourage students to share verbally aspects of the book they have been reading, such as setting, time, characters, plot, ideas and themes. Aidan Chambers Tell me: children, reading, and talk offers a practical suggestion for encouraging book talk. See National Library Website for more details: <http://schools.natlib.govt.nz>
35. Prompt a brainstorm and discussion with students with a list of questions. What stood out for you? What puzzled you? What reminded you of something else you'd read? What did you like or dislike about the book? How did you feel when you were reading this section or this book? Try getting them to share this with a partner, rather than report back to the whole group.
36. Set up a [book club](#) (or get the students, in particular, older students to set one up)- these are great for encouraging students to talk informally to each other about books they've read. Produce video vlogs - for parents to interact with.
37. Help students understand what they read. Engaging students with what they read is one of the most effective ways of helping students think about and make sense of what they read. Effective Literacy Practice in Years 1 to 4 (2003) outlines a range of comprehension strategies and tools for use with students. While Effective Literacy Practice in Years 5 to 8 (2006) has a section devoted to Developing comprehension strategies and supporting learners. (ELP Y5-8: 141)
38. Book and reading promotion. Develop a plan for integrating various reading promotion strategies into your literacy programme. Collaborate with our school librarian and other teachers, to develop effective book and reading promotion ideas for your class
39. Harness the power of the Web to promote reading. Reading is also a social activity. The web and social media can be powerful tools for promoting reading and books.

<p>40. We can subscribe to New Zealand Book Council's Writers in Schools scheme, which entitles us to a visit from a New Zealand writer. The website also has a list of authors, author interviews and other information.</p> <p>41. Keep track of reading mileage. Open a LibraryThing account for the class with recommended books. Set up a class blog for your students to post up book reviews. Share relevant websites and blogs with students such as Good Reads and our Create Readers Blog. Reading logs can become onerous if they require too many details and may even hinder rather than foster the reading habit. A simple record of a title and rating works well. Reading mileage challenges are good incentives as students aim for milestones such as "the 50-page club" or "the 200-page club". Choose relevant and engaging titles for "school assigned reading". Consult with your school librarian, a Library Adviser (0800 LIB LINE, 0800 542 5463) and teaching colleagues for new suggestions. Encourage reading across the curriculum, and identify particular reading strategies needed for different subject areas.</p> <p>42. Work with reluctant readers. Almost all New Zealand teachers will have some reluctant readers in their class and will be making use of the various agencies and services to help diagnose any learning difficulties or specific literacy needs. According to Lyn Prichard, author of Understanding the reluctant male reader: implications for the teacher-librarian and the school library (2000), there are two types of reluctant readers:</p> <p>43. "Non-voluntary readers", particularly boys who have a negative attitude towards reading.</p> <p>44. Students/children with learning difficulties who think of themselves as being unable to read. To encourage non-voluntary readers to read she promotes strategies such as providing choice, opportunity and access. Find out more about getting boys to read Boys take longer to learn to read and read less than girls. Girls tend to comprehend narrative texts and most expository texts significantly better than boys. Boys value reading as an activity less than girls. Significantly more boys than girls declare themselves non-readers. Reluctance to read and the associated poor literacy skills have far-reaching effects on boys, on the men they become, and on the society, they influence in the following areas: their education; future employment - literacy skills are essential in the 21st-century workplace, for communication and life-long learning; citizenship, to be able to participate as informed citizens; life skills, in all areas - relationships, conversation and in parenting - helping their children become the next generation of readers; pleasure, enlightenment, empathy, imagination, creativity and insight. We know that there is no one template to copy. The following strategies are suggestions.</p> <p>Expectations and reading culture</p> <ul style="list-style-type: none"> ● Start with an expectation that every student will be a reader. Don't accept the idea that boys just aren't naturally good at language - people used to say the same thing about girls and science. ● Focus on encouraging reading as a positive and enjoyable experience, rather than just developing skills. ● Reading encouragement can come from all teachers, male and female, at any level, and any subject across the curriculum. ● Encourage parental expectations, in particular by fathers that their sons will be readers (though not unrealistic expectations, which add pressure). <p>Provide reading role models</p> <ul style="list-style-type: none"> ● Provide positive male role models. Invite guest readers; encourage fathers to read with sons, be a role model as a teacher within the school. ● Invite male authors and allow students time to interact with them through workshops on reading and writing. ● Fathers or other significant males in a boy's life, who read and are seen to be readers, are vital. <p>Have a variety of reading material available</p> <p>Research shows boys like to read over a wider number of genres and a broader range of topics than girls. Boy readers need jokes, anecdotes, comics, corny juvenile funnies, all-action thrills, more demanding novels and well-developed characters alongside each other and intertwined to enrich their reading experiences.</p> <ul style="list-style-type: none"> ● Have a range of resources in different formats and genres, which are age and ability appropriate and will entertain them. Ensure regular exposure to new books through library visits, book talking and other book promotion activities. ● Know your students' passions and interests ● Increase borrowing limits to encourage borrowing a larger number of titles / a wider range. ● Sometimes offering a limited choice can help with book selection eg having a "Good books box" with 10 great books. 			
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Generalising, boys like:

- mystery, adventure, fantasy, crime, horror, fact-based books, history and humour, books with characters like themselves and stories with events they can relate to
- books related to favourite topics, activities or sports
- bright, user-friendly, well-illustrated non-fiction
- print in many forms - magazines, web sources, collectors cards, etc
- fiction linked with high profile TV series or movies
- comic-strip style and manga
- poetry with pace, rhythm, rhyme, and often humour
- series fiction.

Read more about engaging [tweens](#) and [teens](#) with reading.

Provide reading times, places

- Provide time to read with no tasks attached, formal or informal.
- Allow boys to design a welcoming and comfortable reading area in the library and choose and organise the books for it with as much face-out display as possible - the cover is a big selling point.

Provide ‘Book chat’

Often boys’ reading is more social so provide opportunities for discussion, interaction and reading in a group. Encourage discussion about whether they empathise with the characters, how they can see connections between literature and their lives. Research shows girls tend to dominate discussions of books. Some schools have developed ‘boys only’ discussion groups where boys feel able to express themselves without fear of failure.

Some ideas for engaging boys with reading include:

- Harness the competitive aspect: Literature quizzes, online competitions, Wayne Mills’ [Kids’ Lit Quiz](#), or in-house reading competitions, using a buzzer made by the science department.
- Using interactive sites such as:
 - the [BBC's School Radio](#) site where you can hear students' interview authors about the inspiration for their books and tips for writing
 - [Wonderopolis](#), which explains a wonder of the day using text and a video, then tests your knowledge.
- Engage boys in more ‘physical’ activities around literature, such as drama activities. For example, a ‘symbolic story representation’ where students create cutouts of characters and backdrops and ‘walk’ their peers through the story, adding their responses as they tell the plot, enacting scenes from plays or other texts, role-playing, writing and performing vignettes from missing parts of the story or for related conflicts.
- Allow boys to write about what interests them:
 - Connect writing to digital storytelling, using music or visuals
 - Hold writing workshops with visiting authors.
 - Display writing in the school library/ website/ class blogs and common areas
 - Encourage students to take their writing outside the school. For example, students who wrote poems about Anzac day and read them at a memorial service.

[Read more about book clubs.](#)

Allow free reading choice

Boys may not be reluctant to read, but reluctant to read what we want them to. Let students choose what they read and what to buy. Literacy programmes should encourage and support self-selected reading in addition to teacher-assigned reading.

Encourage book ownership: give gift vouchers as prizes. One school gave students ‘virtual’ money to ‘spend’ at a bookshop then ordered titles from their selections for the library.

Find the right book to ignite a successful reading experience

Help students find the right book – the “home run book”. The impact of finding the right book at the right time can be the catalyst for a successful reading experience, one that triggers further reading. “Harry Potter was a “home run book” for many.

The potential for finding a home-run book is increased when:

- teachers and librarians have a good knowledge of literature and can recommend titles
- you offer a wide selection to appeal to all tastes, interests and abilities

- you understand that popular material rather than critically acclaimed titles might hit the mark. If it is a series the reader finds, all the better for reading mileage.

[Read more about helping students choose books for reading pleasure.](#)

Use ICT to encourage reading

- Use online/ICT resources to hook boys in. Encourage students to sign up for book sites such as [Good Reads](#) to compare and critique books and write reviews or make movie trailers for favourite books.
- Set up web-based reading fan clubs on the school website, with students choosing and creating their clubs. Allow boys to make reading/language presentations using ICT.
- Set up a library blog for reviews and links to online information about authors, titles, series, discussion, or book trailers.

Read aloud regularly

- Read aloud as much as possible from novels as well as picture books. Hook them into a good story. Read from a wide variety of genres and vary it week by week.
- Don't make boys read aloud.
- James Moloney identifies two types of books: books for reading BY reluctant boys, including the Paul Jennings, Roald Dahl type of fiction, and those to read TO reluctant boys which may be more demanding but are rewarding when shared aloud.

For further information and ideas on reading aloud, see [Reading Aloud](#) section, and also [Read Alouds](#).

Further reading

Atwell, N. (2007). The reading zone: how to help kids become skilled, passionate, habitual, critical readers

William G. Brozo. (2010). To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy. (Second Edition). International Reading Association.

Sullivan, Michael. [Connecting Boys with Books](#) and [Connecting Boys with Books 2](#)

McFann, J. (2004). [Boys and Books](#). Reading Rockets article, reprinted from Reading Today, 22(1), 20-21. "Young male readers lag behind their female counterparts in literacy skills. This article looks at the social, psychological, and developmental reasons why, and suggests solutions — including the need for more men to become role models for reading."

Moloney, J. (2000). Boys and books. ABC Books. [James Moloney](#) is an author and a former teacher-librarian. A chapter is available online: [Ideas for getting boys into reading](#)

[UK Literacy Trust - Boys' Reading Commission](#) report.

Schwartz, Wendy. [Helping Underachieving Boys Read Well and Often](#), ERIC Digest.

Smith, M.W. & Wilhelm, J.D.(2002). Reading Don't Fix No Chevys: Literacy in the Lives of Young Men. Heinemann.[Chapter 1](#) (PDF) and [Chapter 2](#) (PDF) available online. Smith and Wilhelm discuss why boys embrace or reject certain ways of being literate, how boys read and engage with different kinds of texts, and what qualities of texts appeal to boys.

[Me read? And how!](#) (PDF) Ontario teachers report on how to improve boys' literacy skills, Ontario Ministry of Education, Canada

[Boys and Reading: Strategies for Success](#)

By Linda Jacobson. [Why boys don't read](#), Great Schools

Websites and booklists

[Boys blokes books and bytes](#): blog with reviews, competitions and more - a project of the Centre for Youth Literature, State Library of Victoria in partnership with the Department of Education and Early Childhood Development aimed at bringing boys, schools, public libraries and families together to read for pleasure.

[Boys Read](#) a site run by an organisation of parents, educators, librarians, mentors, authors, and booksellers that aims to transform boys into lifelong readers.

[Getting boys to read](#) Librarian, author and teacher Mike McQueen's blog includes interviews with experts and articles on ways you can connect boys through reading.

[Good Reads](#): Popular site with reviews and book recommendations.

[Guys Read](#): author Jon Scieszka's website.


[Tales Told Tall](#): Michael Sullivan's website includes booklists, articles, and his blog [Boy meets book](#).

[Readkiddoread.com](#): Author James Patterson's site with book reviews- many by kids.

Image: [it's in a book](#), by Amanda Tipton on Flickr

Actions: What did we do?

Outcomes *What happened?*

 <p>WRITING</p> <p>2021 Writing Goal:</p> <p>We aim to target the following groups of students for accelerated progress in 2021, as follows:</p>				
Writing	2021	2022	2023	
Writing after 1 year @ school Year 1 Students are at 1B	By the end of 2021, we will aim to have 80% of year one students writing @ 1B			
Writing After 2 years @ school Year 2 students to be at 1P-1A	Year 2: We are targeting zero students who need to be at 1P-1A by the end of term 4. We also plan to accelerate 20% of year 2 to be at 2B-2P, which is above the expected curriculum level.			
Writing after 3 Years @ school Year 3 Students to be at 2B-2P	Year 3: We are targeting zero students who need to be at 2B-2P by the end of term We also plan to accelerate 20% of year 3 to be at 2P-2A, which is above their expected curriculum level.			
Writing at the end of Year 4 Year 4 students to be at 2P-2A	Year 4: We are targeting 4 students who need to be at 2P-2A by the end of term 4. We also plan to accelerate 20% of year 4 to be at 3B-3P, which is above their expected curriculum level.			
Writing at the end of Year 5 Year 5 students to reach 3B-3P	Year 5: We are targeting 17 students who need to be at 3P-3A by the end of term 4. We also plan to accelerate 20% of year 5 to be at 3P-3A, which is above their expected curriculum level.			
Writing at the end of Year 6 Year 6 Students to be at 3P-3A.	Year 6: We are targeting 8 students who need to be at 3P-3A by the end of term 4. We also plan to accelerate 20% of year 6 to be at 4B-4P, which is above their expected curriculum level.			
Writing at the end of Year 7 Year 7 Students to be at 4B-4P	Year 7: We are targeting 8 students who need to be at 4B-4P by the end of term We also plan to accelerate 20% of year 7 to be at 4P-4A, which is above their expected curriculum level.			

Writing at the end of Year 8+++++	Year 8: We are targeting 19students who need to be at 4P-4A by the end of term 4. We also plan to accelerate 20% of year 8 to be at 5B, which is above their expected curriculum level.			
2021 ACTION PLAN : WRITING				
A focus for 2021 will be to accelerate the progress of students who are 1 sublevel or more below where we would expect them to be. It will also mean a focus on writing to engage and accelerate boys. There will be an intense focus on spelling in 2021. Over the last 4 years, we have seen a shift in writing from 76.2% to 80%. Noting all the variables, (eg. Inconsistency of OTJ data, different cohorts of students, changes in staff, year 1 data etc), the growth has not been at the level we would want, yet. More work needs to be done in supporting students with special needs to reach the expected level. More work needs to be done to ensure planning and teaching consistency across all teachers. More professional development will need to be offered - specifically in helping reluctant male writers and writers with specific learning needs. We will be participating in the ALL Programme - <i>Accelerated Literacy Learning</i> .				
2021 ACTIONS (WRITING) <ol style="list-style-type: none">1. The target students to be monitored.2. Target students will be discussed at Weekly Team meetings and notes made as to their progress and work in class.3. Professional Development continues with work continuing on Sheena Cameron's "The Writing Book", "The Oral Language Book" and Joy Allcock's spelling programme.4. Professional Development is to be taken by the AP and DP – understanding and unpacking the Assessment Rubric.5. School-wide moderation of writing samples will continue to take place.6. Accelerated groups targeted with an extra session of writing each day for each team's target group. ALL INITIATIVE7. The choice given for student writing – this is linked to action plans, teachers planning and professional growth cycle.8. A focus on male writers featuring in the writing programme – inviting outside role models to speak and model writing.9. As part of the Pukekohe Kahui Ako, writing is a focus for all schools. PD delivered by COL experts.10. Work with other schools in our COL on an agreed Inquiry11. Work with FLAG to raise teacher practice.12. Review and improve writing moderation processes13. Teaching as Inquiry - Target student needs to be focussed on during team meetings14. Recorded in Google docs for sharing and monitoring by Principal and Team Leaders, Senior Management.15. Targeted Professional Development based on Dempsey and Cameron's work.16. "Next steps" are incorporated into teacher's appraisal.17. Research ways to motivate boys into writing.18. Student's voice is fostered.19. Giving student more options to write about relating to topics of study.20. Professional development for teachers to improve their teaching of spelling. Joy Allcock workshop.				
Outcomes				



MATHEMATICS

Maths	2020			
Maths after 1 year @ school				
Maths after 2 years @ school	We expect ##### Year 2 students to be at stage 4 and 20% of year 2 students to be at beginning stage 5.			
Maths after 3 years @ school	We expect ##### Year 3 students to be at beginning stage 5 and 20% of year 3 students to be at end-stage 5.			
Maths at the end of Year 4	We expect ##### Year 4 students to be at end-stage 4 and 20% of year 4 students to be at stage 5.			
Maths at the end of Year 5	We expect ##### Year 5 students to be at stage 5 and 20% of year 5 students to be at end-stage 5.			
Maths at the end of Year 6	We expect ##### Year 6 students to be at end-stage 5 and 20% of year 6 students to be at mid-stage 6.			
Maths at the end of Year 7	We expect ##### Year 7 students to be at end-stage 6 and 20% of year 7 students to be at end-stage 7.			
Maths at the end of Year 8	We expect ##### Year 8 students to be at beginning stage 8 and 20% of 8-year students to be at stage 9.			
<p>A focus for 2021 will be to accelerate progress for students who are one stage below</p> <p>A renewed focus on the teaching of basic facts needs to take place in 2021. We must redouble our efforts to use digital tools to improve student achievement in numeracy. Changes to maths groupings within ILS spaces will have a positive impact on meeting specific needs. ILS in year 7 & 8 have been in operation for 4 years. The success of the ILS in year 5/ 6 has been patchy as can be seen in the data. We made changes for 2021. We will closely monitor these changes and the impact on teaching and learning.</p>				
<p>2021 ACTIONS (MATHS)</p> <ul style="list-style-type: none"> ❖ The teachers using the process of “Teaching as Inquiry” was refined and shared in teams and with the staff. This improved teaching practice. ❖ Every fortnight, syndicates will meet. The main agenda Item will be student achievement, as it relates to these students. ❖ The maths teachers of these students will present current data/ observational judgements etc on each student. ❖ The team will collectively apply their professional mind to offer ideas/ strategies for advancing each student. ❖ The maths teacher will implement the ideas and the team will review progress at the next meeting. ❖ The progress made will be recorded in this action plan > Column> Record of actions and progress including July and December Benchmark Results ❖ Teachers improving and refining the use of modelling books during instructional group sessions. ❖ Students used their kete (personal learning profile) at each session to focus them on their goals. Goals were co-constructed between the student and the teacher with next learning steps clearly mapped out. ❖ Students can articulate their goals and their next learning steps. ❖ One teacher was supported in undertaking the ALiM training and worked with Target students ❖ Ongoing professional development. ❖ Teacher Aides in the classroom supporting students. ❖ Students to be added to the list of the maths teacher’s priority maths learners for 2021 ❖ Weekly monitoring of student’s basic facts learning. The maths teacher will update the Record of actions and progress column of this action plan (RHS) at each fortnightly meeting. ❖ Assessment of student’s current learning progress will be overseen by the team manager and SLT Member. 				

<ul style="list-style-type: none"> ❖ The student will be supported to set SMART goals - which will be added to their kete. The maths teacher and the team leader will regularly review the student's progress against these goals and document their review in <i>appraisal connector</i>. - Which forms the basis of Teaching as Inquiry ❖ Attendance will be monitored - as this is a potential issue. If any patterns develop - alert Paul / Susie immediately. ❖ Home support will be offered. ❖ Teachers will build relational trust with these students. Take purposeful steps to build relational trust. ❖ Teachers will focus on building growth mindsets for these students. ❖ AP and DP will attend ALIM3 and roll that out across the school - in essence, teachers with Target students will be required to do extra - target maths sessions. 			
Outcomes			

Teacher in charge of Mathematics

2021 Maths Management Action Plan :

Teacher in charge of Mathematics

1. Liaise with Senior Leaders and organise a school-wide assessment programme for school numeracy.
2. Organise the testing programme e.g. basic facts (Feb, June, Nov), making gloss testing packs etc.
3. Organise year 2 NUMPA assessment to be carried out.
4. Collect up PAT maths tests Y 4-8 and send away for marking/ analysing. Upon receipt of the analysis - write a summary report for the principal.
5. Look at ways digital technology can be used across the school to practise children in Basic Facts learning, to test and track progress throughout their school at Bombay. To provide diagnostic information for teachers/ the board to respond to.
6. Oversee the completion of expectation grids for each year level
7. Enter results into the school's national gloss Datagrid
8. Pedagogy: Check Senior Teachers are monitoring target groups
9. Organise classroom visits for observations/ advice / mentoring etc.
10. Foster a home and school partnership centred on numeracy
11. Attend lead teacher days
12. Organise staff PD
13. Manage the budget.
14. Organise & Manage Mathematics - Are teachers using it effectively? What is the data showing? Provide teams with data on their priority learners - or show Team Managers how to access this.
15. Keep the development of strand boxes/ resources moving ahead.
16. Check that resources are correctly stored and managed
17. Prepare MATHEMATICS action plan before the start of term 1 and review each term.
18. Complete a school-wide overview of the school's integrated teaching of MATHEMATICS across the curriculum...
19. Report each term on progress against the MATHEMATICS action plan. (The Principal will report to the Board using your report.)
20. Attend all management meetings. Contribute to the agenda. (There is an expectation that you will contribute to each meeting.)
21. Induct new staff, including teacher aides as they join the school. [Bring them up to speed on the MATHEMATICS programmes within the school.] - These include IPAD & Chromebooks - Include a report on this for the BOT each term. (In general, the Principal reports to the board, but may request that you do it.)
22. Release is available by negotiation.
23. Organise one parent night - sharing learning/ do presentations/ and Q & A
24. Actively seek to keep the Bombay School MATHEMATICS curriculum up to date with current best practice and research. Actively make recommendations to the principal. (Please email these. It is expected that over the course of the year you will at a minimum have made 2 recommendations.)
25. Choose a cohort of students - that you will track the impact of the use of ICT on their MATHEMATICS learning. Present this report to the principal no later than November 2016. Your report must use the Google platform (e.g Doc, Present etc)

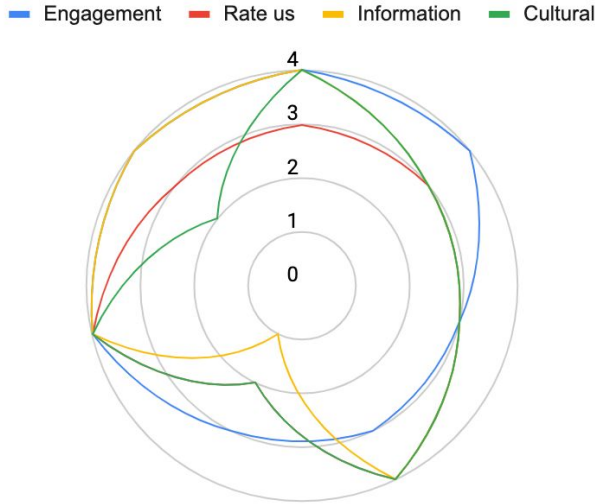
26. Keep the school's website up to date (mathematical aspects) - but do not make radical changes to design, content or site structure without obtaining the consent of the principal. When in doubt about this provision, make a written proposal and receive signed authorisation before proceeding.
27. Draw up and 2year purchasing plan for MATHEMATICS software and hardware. Present the plan at the June 2021 board meeting, after having obtained sign off to present from the principal.
28. Promote MATHEMATICS professional learning groups, where these exist and offer support if practical. Provide PD for staff: Determine a skill set for all staff: Needs analysis technical skills and pedagogy (through short 1-2 question surveys): Syndicate/Staff meetings to include a section of time allocated to specific new learning/sharing. Assist teachers with their learning regarding MATHEMATICS
29. Network with other schools: Create a comparative report. Report back to Senior Managers (Google Doc Report). Compare and contrast their [Mathematics](#) journey to ours. Make recommendations
30. Attend uLearn in 2021 - go with a [Mathematics lense. Report back on the latest trends and implications.](#)
31. Liaise with DP and AP and Team managers concerning their [Mathematics](#) requirements.
32. Proactively troubleshoot potential [Mathematics](#) issues/ bottlenecks/ inefficiencies and incorporate it and the potential solutions for it, into your action plan.
33. Comply with all procedures, policies and directives. Where in doubt - seek answers.
34. In conjunction with the school management and leadership team, play an active role in providing PD to staff and in keeping parents and the wider community in the knowledge loop. (Conduct one staff meeting per term - PD Focus)
35. At a minimum of twice per term contributed to the newsletter - “ [Mathematics](#) corner” positively promoting the LwDT journey at Bombay School.
36. Promote a positive team culture - by leading as a professional. If teachers seek assistance - help them. If they become frustrated by technology blocks - help them to overcome these blocks.
37. Support the school leadership team to carry out their roles. Be a positive advocate of the leadership team.
38. Contribute to team member reflective journals on Appraisal Connector.
39. Conduct appraisals of teachers using appraisal connector and ensuring their compliance with their job descriptions. (You may be asked to assist with a focus on learning with digital technologies.)
40. Actively seek PD which will improve your ability to carry out this role.
41. Attend leadership PD when requested.
42. Attend senior leadership meetings when requested
43. Keep abreast of curriculum, pedagogical and didactic changes.
44. Model correct professional use of the appraisal connector system.
45. Help support staff in the use of [Mathematics](#) to enhance student learning.
46. Assist staff to problem solve issues relating to [Mathematics teaching and learning.](#)
47. Work alongside colleagues of other schools to share and learn about their [Mathematics journey.](#)
48. Share with staff new learning including websites, professional development, professional readings, online repositories.
49. In conjunction with the Leadership team prepare, record and distribute Action from Term Action plans including observable outcomes.
50. Review school policies/ compliance and health and safety about [Mathematics](#) and make recommendations to the board in your termly report.
51. Establish a formal self-review cycle for the school around the [Mathematics](#) dimension. How well are we doing? How do we know? What are our strengths and weakness? How can we improve? etc



STRATEGIC GOAL FIVE: COMMITMENT TO THE TREATY			
Our goal is to continue our learning journey in Tikanga Maori and Te Reo Maori. We would like to ensure schoolwide commitment and school-wide consistency in the delivery of agreed programmes and approaches.			
2021	2022	2023	Where to next
<ol style="list-style-type: none"> 1. Refer to the 2021 Action Plan (68 pages - too long to incorporate here.) 2. Review class environments. 3. Reviewed Kapa Haka Programme 			

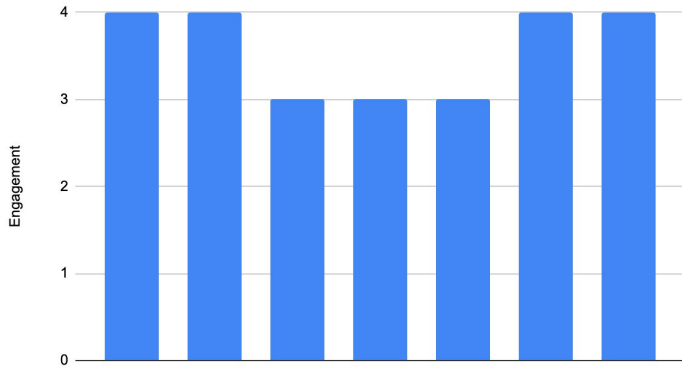
<ol style="list-style-type: none"> 4. Build a relationship with COL Schools 5. 4 Staff have completed Te Reo Maori Level1. We will encourage more to do so in 2021. 6. Review Achievement Data 7. Review Maori Student voice 8. Review Maori parent/ whanau voice 9. Promote school Wiata 10. Promote school Haka 11. Promote school waiata 12. Participate in a cultural festival 13. Integrate Maori Reo in official school documents - start with daily notices and newsletter 14. Appointed Kapa Haka Tutor 15. Build a relationship with a new Kaumatua 16. Foster Kahui Ako approaches & PD on cultural responsiveness 17. All children to learn the waiata. 18. Staff confidence and capability in using Te Reo - will need to be built up. 19. Improved signage and artwork on buildings and in gardens that reflect Tangata Whenua 20. Use EEO lense when employing more staff. 			
<p>The journey thus far 2014-2020 Summary</p> <ul style="list-style-type: none"> ● Maori Student Engagement is high - See Bombay and Me survey Data ● The school remains a committed member of the Te Haurahi Cluster. ● BOT Self Review Tool for Maori cultural responsiveness. We are going to work through this tool for the September Meeting. Meanwhile, you can access the tool: Click Here ● We are committed to Te Haurahi Cluster: A cluster of Franklin schools focussed on Maori student engagement and achievement. ● Bombay Lions: The Lions have close ties to the school (many of their grandchildren attend the school. They are involved with a wide range of school events e.g. Fun Run, Calf Club & Christmas Party) ● School Kapa Haka Group is open to all students to participate in. This aligns with our Te Haurahi goals. Kapa Haka is popular at our school. ● School Inquiry Learning Foci e.g. Pasifika Unit Another example ● Promoting student voice - through kete and student surveys ● Surveys parents [e.g. Parent Tech Survey; Parents Verbatim Comments - LwDT Survey] ● PD on Maori Responsiveness (Paul & Jane attended Te Hautu) ● Our charter goal aims to promote Maori enjoying and achieving education success as Maori ● At Bombay School, Maori whanau are engaged through surveys, huis and invites to school events. We had the highest turnout of whanau to our Nga Pukerau concert in 2014. Our students visited the Marae in 2014 and have twice (2014 & 2015) performed for our local ECE - VISIT LITTLE PIONEERS ● Survey data and anecdotal data from Maori whanau are presented to the board - where it is responded to. Maori Parents ● The board is aware of its duty to be representative and diverse. In 2016, closer to the triennial elections, the board will hold a hui, Fono and general meeting to explain trusteeship to parents and to encourage them to stand for election. ● We have the following evidence do we have that Maori are enjoying and achieving educational success as Maori.} ● The expectation of Maori success as Maori is written into job descriptions: Expectations 3.22 4.3 4.8 4.10 ● Maori achievement is focussed on in charter and annual plan ● School transitions for Maori students are part of a focus of this year's BOT Self Review ● Funds are allocated for Productive partnerships with Maori (Te Haurahi). ● 14/09/15 - Powhiri Video uploaded to the website and App. All parents notified. ● Following our ERO review: We will implement a sequential Te Reo programme. <p>Developments to Dec 2020</p> <ul style="list-style-type: none"> ● We surveyed Maori parents in 2018. Data from that survey indicated that Maori parents were satisfied with the school's journey but that more could be done to reflect Maori culture in the day to day operation of the school. ● We resurveyed Maori parents in 2020 and we asked them the following questions:- 			

Maori Responses

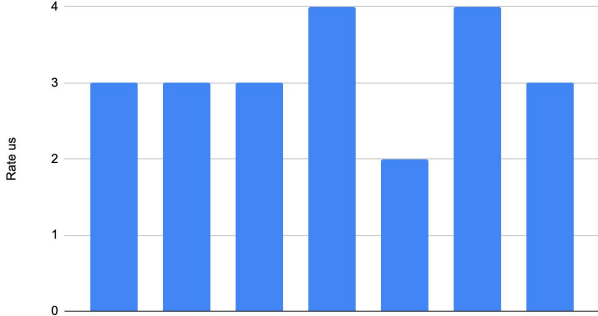


Key : 1 = Poor ; 2 =Adequate ; 3 = Good ; 4 = Excellent
Blue: How engaged are your children at Bombay School?
Red: Rate how well we are doing.
Yellow: Rate how well the school is keeping you informed.
Green: Rate how well the school is meeting your expectations in reflecting your culture in all spheres of school life.

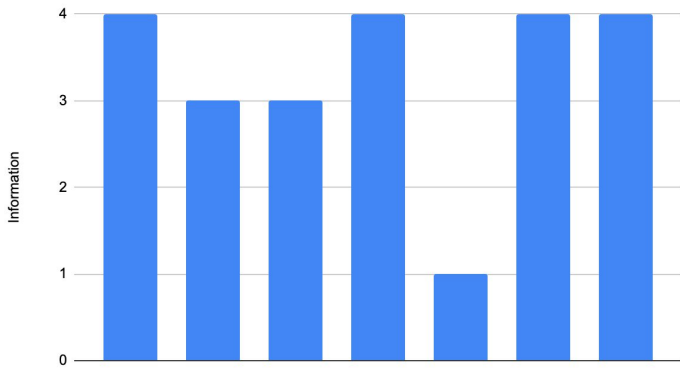
Engagement



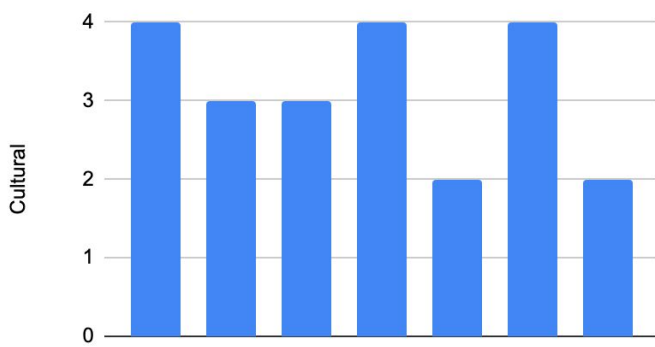
Rate us



Information



Cultural



- In 2018 employed another teacher who has Maori heritage - bringing our total to two teachers. We also co-opted a BOT member who is Maori. By EOY 2020 we lost the teacher and the board member moved on because his child went to high school.
- We managed to secure the services of a parent who has skills in Kapa-Haka to support our programme but this parent needs a teacher to help her drive the focus.
- The school was gifted to Korowhai - which will now be used in school ceremonies.
- Te Haurahi has disbanded in favour of the Kahui Ako. We did extensive work with our Kahui Ako in CRRP = Cultural Relational Responsive Pedagogy. We surveyed and parents and worked with the University of Auckland in this regard.
- We surveyed our students in 2018. Maori students showed very high levels of engagement at school. They felt a sense of belonging to Bombay School. They felt safe at the school
- Our sequential Te Reo Language programme is evident in planning and student work but more work needs to be done to encourage teachers to give Te Reo Maori a go. We would like to see the language being used naturally in the everyday classroom context and we would like to see its use extended beyond basic commands and days of the week etc. The SLT are cognizant of this and work to model the use of Te Reo in their everyday interactions. More work needs to be done to allow teachers to feel safe to give things a go.
- In 2020 our parents told us the following :

Bombay has done well for the year we had

With my daughter coming in as a new entrant I would have liked a lot more communication with her teacher via seesaw at the beginning of each week - what are they learning about at the moment etc

<ul style="list-style-type: none">● I feel there could be more Maaori culture / other cultures incorporated into the learning in the junior school, but to be honest I’m not sure of how much may already be present