



Bombay School Charter and Annual Plan

2023

Our Vision:

To assist our students to be: motivated learners, able to achieve their potential as they engage in lifelong learning. To equip our students to be contributing members of the school and society.

Proposed update:

At our school, we're passionate about unlocking the full potential of every student, helping them become enthusiastic and self-motivated learners. We believe that education is not just about achieving academic success but about building a foundation for a lifetime of achievements and fulfilment.

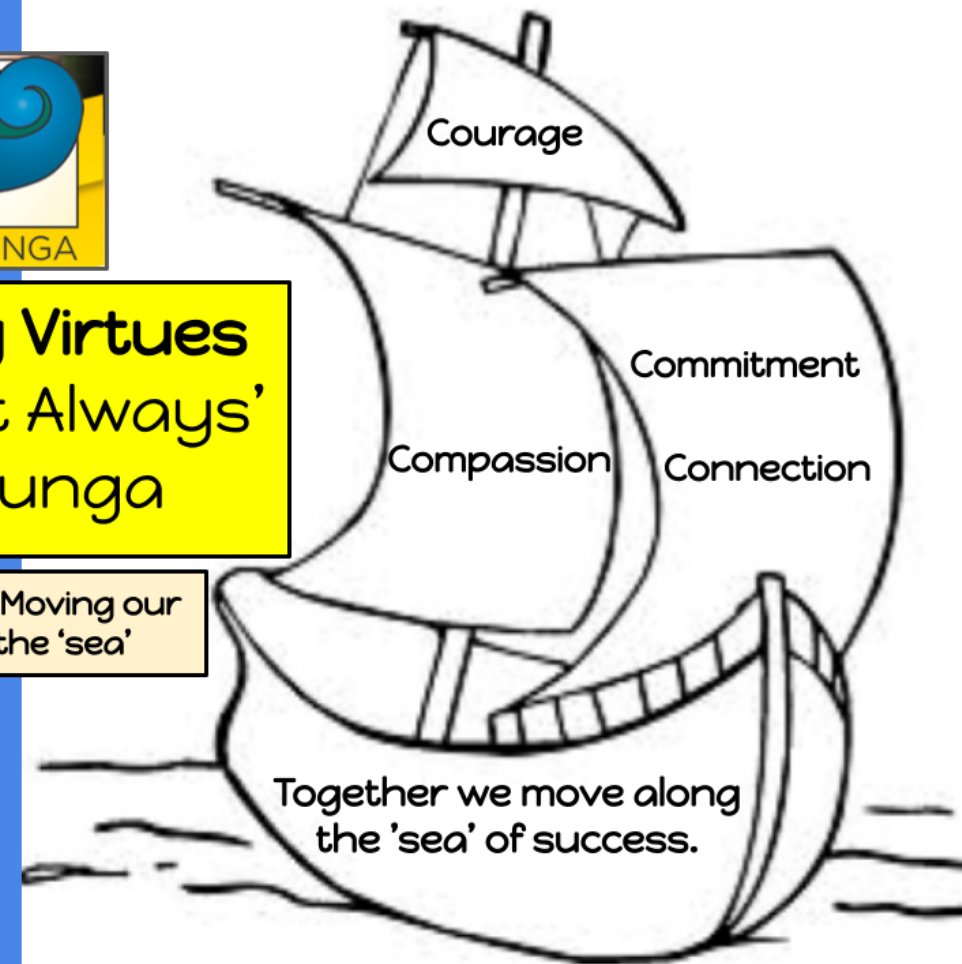
We're committed to equipping our students with the knowledge, skills, and values they need to become confident, capable, and contributing members of both our school and wider society. We believe that every child has a unique gift to offer, and we're dedicated to nurturing their talents and passions, empowering them to make a positive impact on the world around them.

As parents of children aged 5 to 12, you can rest assured that our school is fully focused on providing your child with an inspiring and future-focused education. With our support, your child will be able to explore their potential, pursue their dreams, and make a meaningful difference in their community and beyond.



Bombay Virtues 'Our Best Always' Ake Runga

The Four 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 Virtues 'Our Best Always' Ake Runga

Bombay Virtues Our Best Always / Ake Runga

Connection/ Hononga

Connection - building relationships between people, places and things.

- Families
- School and home relationships
- Connections with Bombay
- Connections to the past
- Connections to culture
- Connections to identity

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

Bombay Values or Virtues? 'Our Best Always' Ake Runga

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Building Empathy, Resilience and how to Manage Emotions!

Strategic Direction for 2023

What is important to us?

What do we want to achieve?



- Consistency in assessment/ teaching programmes
- More opportunities for students to tap into cultural learning opportunities
- Sharing responsibilities between Kakahu/ Kotuitui syndicates to build leadership capacity earlier (Library, Road Patrol etc)
- Ribbon system - road patrol, librarian, sports/arts ambassadors etc.
- Making Calf Club more engaging for students who are not raising an animal - coming up with an invention or an art piece (yard art for example) as opposed to projects.
- Rewarding students who have 100% attendance / 95% attendance
- Newsletter opportunity to welcome new students to the school

Consistency across the team.

Seesaw - pushing out homework via this instead of hard copies. Using the activities in the Seesaw library.

Hands on learning experience.

Mud kitchen.

Blackboards on outside areas by Kotare windows.

Kapahaka back up and running.

More celebration of Pacifica/Maori language week/art.

A caretaker

A bike day with the field set out with ramps, challenges (riding with one hand whilst signalling)

A celebration of poetry - composing a 2023 book with poems from kids at every year level

Teachers who are willing to ref a sports game for the Yr 6/7/8's in the lunchtime - have that swapped out for a duty

Term One:

	Science Focus	Social Sciences Focus	NZ History Focus	Focussed Teaching Activities / Trips
Kotare	Living World Migration/Movement/Cultures	Transport: (How people were moving) Understanding how belonging to groups is important to people	Local Immigration - where did we come from? Settling of NZ/Bombay	Trip to Mount William Life Ed - identity and resilience?
Tuhono	Living world Migration Movement	Countries of the world Different cultural groups	Local immigration Traditional games	What countries have we come from? How did our ancestors/family get to New Zealand? Identify and locate countries in the world. What makes a culture? What cultures do we have within NZ?
Kotuitui	PHYSICAL WORLD Transportation	Ships / Boats	Journey to NZ from England on the ship Bombay	Understand: U4: People in Aotearoa New Zealand have been connected locally, nationally, and globally through voyaging, discovery, trade, aid, conflict, and creative exchanges. This has led to the adoption of new ideas and technologies, political institutions and alliances, and social movements. Know: K7: Living and working The ways different groups of people have lived and worked in this rohe have changed over time Do: D1: I can construct an historical sequence of related events and changes, show how long ago they happened, and say how other people might construct the sequence differently. MOTAT Trio
Kakahu	History of Flight in NZ Richard Pearce, Jean Batten	Heart Rate Forces and motions	Identity, Culture, Organisation:	

Term Two:

	Science Focus	Social Sciences Focus	NZ History Focus	Activities / Trips
Kotare	Material World Cooking/Kitchen Chemistry	Hangi - sharing food/identity Understand how the past is important to people Understand how the cultures of people in NZ is expressed in their daily lives.	Early Pioneer Food/Hangi	Historic Village Trip St John - basic first aid in relation to cooking and safety.
Tuhono	Planet earth & beyond Volcanoes	Civil defence	Changing landscapes	How was NZ formed? What makes different landforms in the world? How have landscapes changed over time? What do we do in a natural disaster? Who helps us? Auckland volcanoes Auckland Museum - Volcanoes
Kotuitui	PLANET EARTH & BEYOND Above and Below-Water Cycle/Weather	How people use resources-farmers and weather. Fisheries and weather	Waikato River - importance/significance, water significance to Maori	Understand: U1: Māori have been settling, storying, shaping, and have been shaped by these lands and waters for centuries. Māori history forms a continuous thread, directly linking the contemporary world to the past. It is characterised by diverse experiences for individuals, hapū, and iwi within underlying and enduring cultural similarities. Know: K1: Māori origins, voyaging and adaptation Māori voyaging through the Pacific was deliberate and skilful and brought with it Pacific whakapapa and cultural identities. These identities were transformed over the centuries through adaptations to and relationships with the environment, and through the formation of hapū and iwi that eventually occupied Aotearoa New Zealand. Do: D2: I can use historical sources, giving deliberate attention to mātauranga Māori sources, to gather evidence to answer my questions about the past. I can identify views that are missing and note how this may affect my answers.
Kakahu	Time, Change, Continuity: The importance of the Waikato River	Kitchen Chemistry , periodic table Human body, seasons , cycles and water cycle	Time, Change, Continuity	

Term Three:

Treasure Island 7 September

	Science Focus	Social Sciences Focus	NZ History Focus	Activities / Trips
Kotare	Physical World Light and Colour	Understand how the cultures of people in NZ is expressed in their daily lives.	Dying - traditional colours Paper making Pacific Theme	Possible visit Te Tuhi Gallery at Pakuranga
Tuhono	Material world Making cloaks Physical world Dying - traditional colours	Traditional costumes Changes in occupations/clothes/materials through the change in the clothing industry	Weaving/ art work Fashions through the ages	How have our clothes changed over the years? How did they create different colours in the past? What jobs do people do in the clothing industry?
Kotuitui	LIVING WORLD Movement - Animal Migration	SPCA People's values towards animals Values in cultural beliefs Place and Environment- Removal of animal habitat.	NZ Bat - Endangered, Moa, Haast Eagle, Huia	Understand: U3: Individuals, groups, and organisations have exerted and contested power in ways that improve the lives of people and communities, and in ways that lead to exclusion, injustice, and conflict Know: K9 Local economies and trade Traditional Māori economies were finely tuned to the resources within each rohe, which provided the basis for trade between iwi. There were complicated economic relationships between iwi and early newcomers as newcomers sought resources. Do: D3: I can identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today. Auckland Zoo / Museum
Kakahu	<u>Landmarks and landforms</u> - NZ links - earthquakes/ disasters. <u>Buildings and structures.</u>	<u>Space general, planets, stars, meteors, discover</u>	Economic Activity: How the Maori/ Settlers used the native bush	

Term Four:

	Science Focus	Social Sciences Focus	NZ History Focus	Activities / Trips
Kotare	Planet Earth and Beyond Water Cycle	Understand how places in NZ are significant to individuals and groups	Waikato River - taniwha song, taniwha art, dance and drama	Tread Lightly?
Tuhono	Living world NZ endangered and introduced animals Food feathers, food chains	Animals in the emergency services Working animals	Early settlers effect on the wildlife How animals were used	Camp - environment study
Kotuitui	MATERIAL WORLD Change - cooking/kitchen chemistry	Remembering how people in the past preserved food. Anzac biscuits- WW1	Early Pioneer food, Planting, Hangi	Understand: U3: The settlement of Aotearoa New Zealand has contributed to an increasingly diverse population, with many languages and cultures now part of its fabric. Colonisation began as part of a worldwide imperial project. It has been a complex, contested process, experienced and differently in different parts of Aotearoa New Zealand over time. Aotearoa New Zealand has also colonised parts of the Pacific. Know: K8: Adapting to new environments People adapted their technologies and tools to the new environment of Aotearoa New Zealand. Do: D3: I can identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today. NZ Hothouses / Leaderbrand / Kiwifarm / Bracu
Kakahu	Fur, feathers and fins, vertebrates, invertebrate Tidal Landforms	Government, Elections SS Start	Economic activity: How the Maori utilised the oceans	

What new things can we try to keep students engaged?

Shared experiences with the family. Record them reading or solving a maths problem and share on seesaw for family to see. Some

Give them events to look forward to. Book week or dress up day. Lego creation day. Fun Days - water, wheels, remotes, sports etc.

Student Media Club - Creating items for the newsletter each month

Cultural groups/ items (Afrikaans / Japanese)

Extra lunchtime activities around interests

Book club

Garden Club/Green Team

Board games club

Schoolwide reward system instead of separate systems in each team. Connect it to the house point system.

Give awards in assembly for them to aim for. Basic facts/spelling. Acknowledge those who have been practicing New Zealand sign language club

Creating opportunities for parents to come in and see their learning. Assist them in

More activities between teams/ syndicates

Science club

Values Day - activities to set positive tone

School competitions / challenges

Houses - more house events, winning house flag, cup each week etc.

Engage
your students
in learning!

How can you cater for your student's wants and needs?

Ask them for ideas that they would like to work towards (twice a term) A celebration of their skills that we might not see at school. More arts/sciences/sports

School disco's / wearable art dance

Clubs across the year levels to help them to build wider friendship groups/mentors

Social / interest groups

Hands on resources for less engaged students - lego, duplo

Funny awards at assembly

Performing Arts - opportunities to share at assemblies to give an audience.

Interviewing them!



Go to sporting events and celebrate what your children are doing outside of school

[Sports analytics day](#) -link to a charity that Amber's partner runs.

Get whanau more active in the school by having picnics, outdoor events and evenings (Doubles as fundraisers)

What can we amend within our programmes?

Do we offer a music club for a term...xylophones? Recorders?
For Year 3/4 Bring back Green Team

Maintaining rotations to cater to all curricular aspects

Passion projects/ integrated units - Masterchef, Wearable Arts, ideas that don't cost too much/nothing.

Purpose for writing - what is the end product? Who are we presenting to?

Tie literacy and numeracy in more closely with inquiry topics

Create purpose to their learning through projects with an end goal.



How can we have a point of difference?

Tuakana Teina

Professional video "selling" the 7 & 8's content covered.

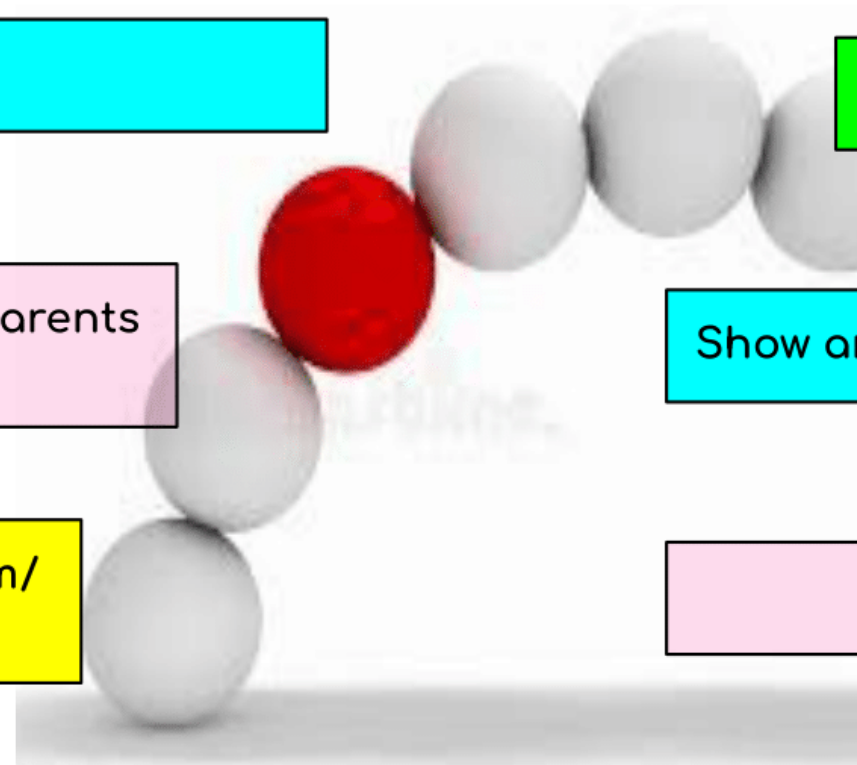
Funday Fridays

Sports days (soccer / rugby / cricket)

More community involvement - experts, grandparents day, Teddy Bear's Breakfast

Show and Tell presentations

School Band - visits to other schools to perform/ events



How to develop Technology in 2023?

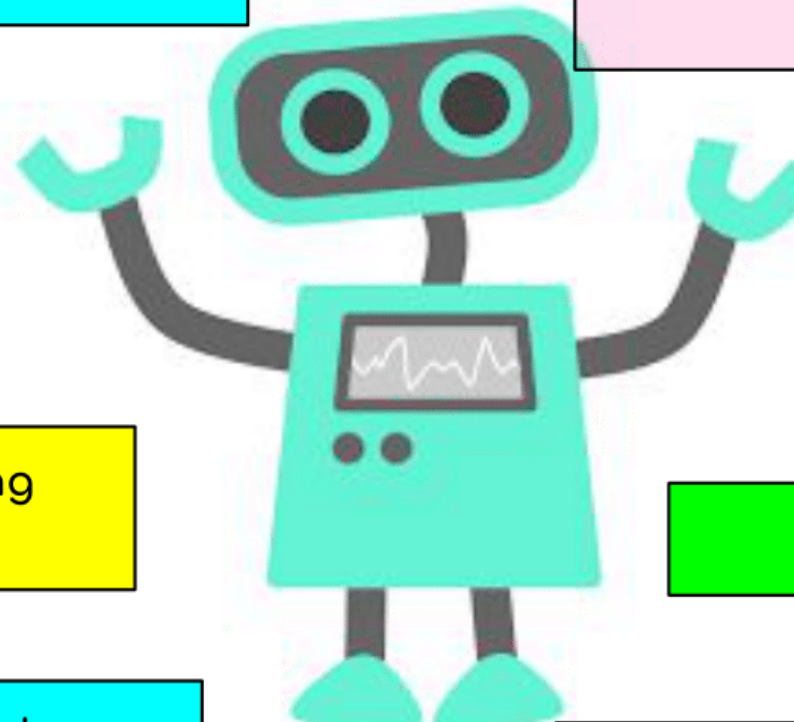
Film makers club

Robotics Club

Bombay School News Station/Radio Station

Thoroughly know the apps your students are using and how to actively use them with purpose.

Professional Development for Staff around technology



Ideas / Musings for 2023

Inquiry Topics for 2023 - Can we find any other common threads for school wide experiences? Transport Day 3/3

Point of difference - to other schools in Pukekohe, to the Intermediate?

Engaging students - not just reading, writing , maths - what can we do for those that are disengaged?

Akoranga - do we want to revisit / amend this?

Programmes - Integration - Reading / Writing / Inquiry

Using technology - what will this look like in 2023? Using the MakerSpace / coding? Purchases? Budgets?

Badges for students (Recognition / Incentives) - School Leaders, House Leaders, Road Patrol, Green Team, Librarian - acknowledgement of extra activities / responsibilities, Peer Mediation

Leadership Possibilities for students - other than school leaders / Kotuitui Leaders? / School Council?/Ambassadors

Trips - EOTC

Curriculum Teams - Literacy, Numeracy, Inquiry, The Arts, Digital back again! Revamping of the NZ Curriculum is underway.

Teacher strengths / needs of students - best person for the job

Kapa Haka ?

Music -school singing - choir

Revamp of Houses for 2023 - very disproportionate / each year group needs to be looked at. New students fill gaps and are evenly distributed.

Bombay Values
Our Best Always - Ake Runga

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:

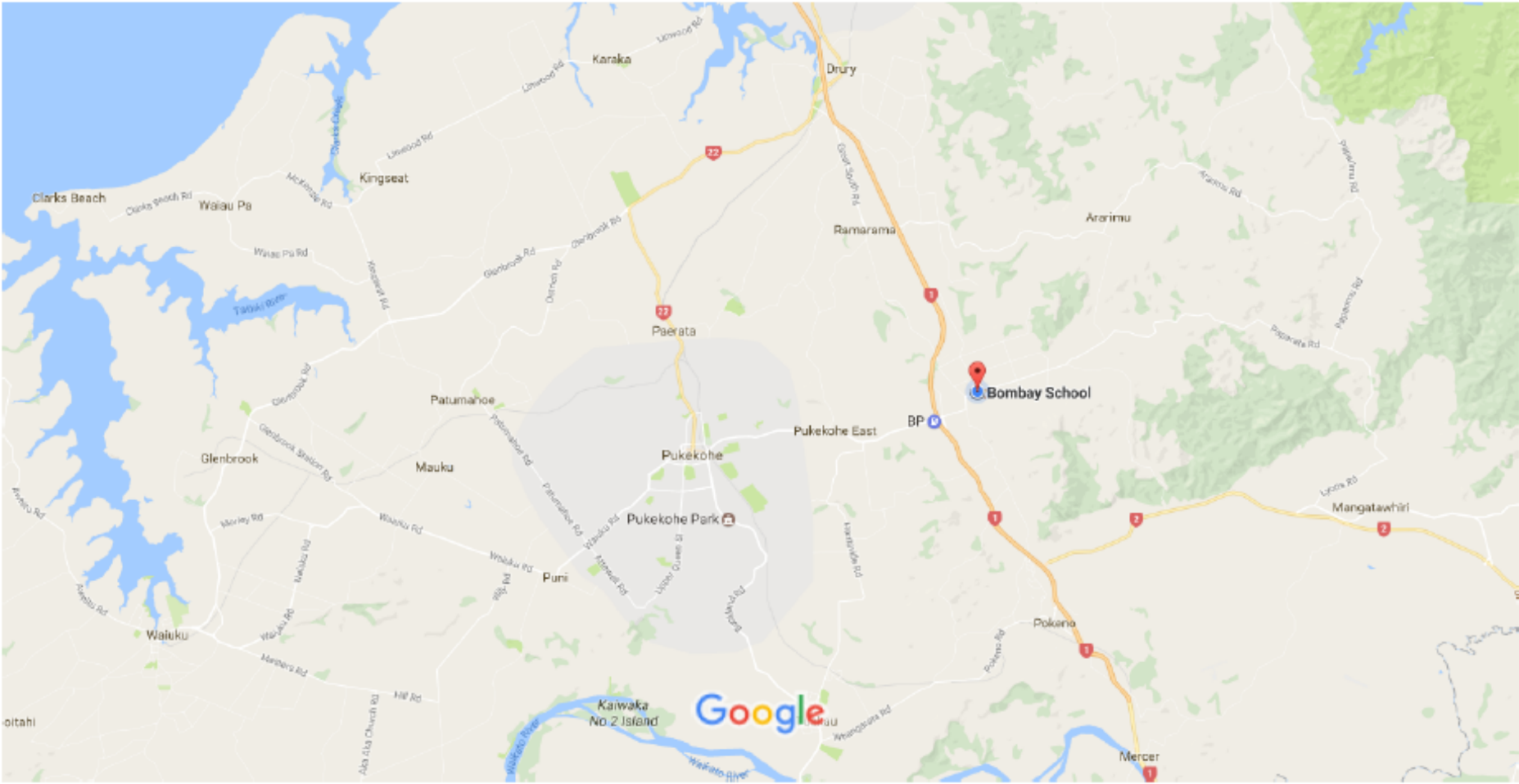
Calf Club	Supportive and Caring Culture.	Amazing Resources	Great facilities and classrooms	Friendly atmosphere
Personalised Learning	Drive for excellence	Range of opportunities	Supportive People	Good Communication
EOTC: Camps	Partnerships	Focal Point of Bombay	Innovative	Reputation

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/ **Pukeahau** (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 subsequent to 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 ending. 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 many of the 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.

In 2023, the school will be celebrating its 150th.

Treaty Commitment

It can not be assumed that 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 kuapapa 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 that reflect New Zealand’s bicultural heritage;
- The principles of the Treaty of Waitangi are incorporated in-classroom programmes;
- All students learn waiata and karakia
- Students have the option of joining the Kapa Haka group

Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.


On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>	

2. Bring your own device.

Implementation of the Statement of National Education and Learning Priorities in schools and kura (continued)

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
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Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
<div>Delivering Te Hurihanganui to address racism, strengthen equity and accelerate Māori educational achievement and wellbeing</div> <div>Implement the actions committed to in the Action Plan for Pacific Education</div> <div>Investing in and supporting the development of programmes and pathways for learning in Pacific languages</div> <div>Amend the Education Act to make it clear that providing an emotionally and physically safe environment is a key objective of boards of schools and kura</div> <div>Introduce a mandatory code of conduct for boards of schools and kura to support good governance</div> <div>Providing tools and guidance, such as Not Part of My World toolkit, to confront and eliminate racism</div> <div>Refreshing the Relationship and Sexuality Education Guidelines in the New Zealand Curriculum</div> <div>Investing \$78.5 million over four years to fund greater access to mental health and wellbeing support services for primary and secondary learners/ākonga</div> <div>Allocating \$50 million to provide immediate support for wellbeing issues for learners/ākonga in early learning services, schools and kura, as a result of the COVID-19 lockdown, or lockdown-related hardships</div> <div>Working with Netsafe to provide the Netsafe Schools Programme</div> <div>Supporting the Keep It Real Online multimedia campaign</div> <div>Providing resources for teachers/kaiaiko through The Respectful Relationships toolkit</div> <div>Establishing Curriculum Leads to support early learning services, schools and kura with the teaching of mental health and healthy relationships and promote learner/ākonga wellbeing</div>	<div>Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Hurihanganui</div> <div>Implementing Toikuranui to develop local education Initiatives with iwi, and Pae Aronui to support great partnerships between whānau and education services.</div> <div>Deliver locally focused PLD priorities, with a focus on cultural capability, inclusion and critical consciousness</div> <div>Developing professional learning resources based on the Tapasā: Cultural competencies framework for teachers of Pacific learners</div> <div>Deliver Talanoa Ako programme to support Pacific families</div> <div>Supporting the development of programmes and pathways for learning in Pacific languages</div> <div>Amend the Education Act to require boards to give effect to Te Tiriti o Waitangi as one of their key objectives</div> <div>Developing tools for rich records of learning to capture aspirations, strengths and learning progress</div> <div>Developing a national learning support network plan to support learners/ākonga with additional needs to transition in education</div> <div>Strengthening the Māori-medium pathway in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākonga Māori and their whānau</div> <div>Updating the National Curricula so Aotearoa New Zealand histories will be taught in all schools and kura</div> <div>Strengthening how The New Zealand Curriculum supports schools to bring Te Tiriti o Waitangi to life in local curriculum</div>	<div>Funding innovative Pacific education initiatives that respond to curriculum and wellbeing needs exacerbated by COVID-19</div> <div>Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and support strong relationships with education providers</div> <div>Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive</div> <div>Amend the Education Act to provide for the establishment of disputes resolution panels</div> <div>Amend the Education Act to shift responsibility for the development and consultation of enrolment schemes to the Ministry of Education</div> <div>School Donations Scheme</div> <div>Fees-free NCEA</div> <div>School Lunch programme</div> <div>Free access to sanitary products</div> <div>School Property Strategy 2030</div> <div>Review of alternative education, and of the stand-downs, suspensions, exclusions and expulsion (SSEE) guidelines</div> <div>Reviewing existing supports for children and young people with high levels of need, and by fully participating in the Learning Support Delivery Model</div> <div>Support schools and kura to ensure appropriate qualifications and awards are in reach for all learners/ākonga</div> <div>NCEA change: Special Assessment Conditions</div> <div>Support coherent secondary/tertiary learning pathways, achievement, and transition to employment</div>	<div>Providing high quality Māori-medium education, including developing a long-term Education Workforce Strategy and Rāngai Māori, a Network Plan, and reviewing funding rates.</div> <div>Establish a nationally-based Curriculum Centre to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa</div> <div>Developing tools to support kaiaiko and teachers' understanding of children's learning progress, including for early learning, school and kura entry assessment, and social-emotional learning along the pathways</div> <div>Supporting implementation of the digital technologies/hangarau matihiko curriculum</div> <div>Renew the New Zealand Curriculum and Te Marautanga o Aotearoa to make clear the learning that is too important to leave to chance</div> <div>Implement the NCEA Change Package to strengthen literacy and numeracy requirements, and strengthen supports along the pathways</div>	<div>Allocating \$200 million to support ākonga Māori and whānau to reconnect and succeed in education post COVID-19 and strengthen the integration of te reo Māori into all students' learning</div> <div>Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau</div> <div>Delivering Kauwhata Reo, the online hub for te reo Māori resources, and the development of localised te reo Māori curriculum resources through Te Aho Ngārahū</div> <div>Amend the Education Act to require school boards to take all reasonable steps to provide Te Reo Māori</div> <div>Implement Ka Hikitia and develop skills and capacity in the education workforce</div> <div>Work closely with Māori-medium leaders to invest in Māori-Medium pathways</div> <div>Strengthen how Te Marautanga o Aotearoa reflects te ao Māori approaches to education while continuing to reflect what Māori deem to be important for their children and young people</div> <div>Implement the NCEA Change Package to support parity for mātauranga Māori and increasing opportunities to follow Māori-medium pathways</div>	<div>Extending Te Ahu o te reo Māori to support the education workforce to integrate te reo Māori into their practice</div> <div>Expanding the delivery of Tautai o le Moana, an educational leadership collaboration which seeks to strengthen the capabilities of those in leadership, to improve outcomes and support the wellbeing of Pacific learners/ākonga</div> <div>Deliver evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMIC) to schools with high numbers of Pacific learners/ākonga</div> <div>Introducing mechanisms to improve school board of trustee skills and accountability, including mandatory training and a code of conduct</div> <div>Advice on strengthening collaborative networks across the system, including any changes to Kāhui Ako</div> <div>Enabling principal eligibility criteria</div> <div>Establish a Leadership Centre within the Teaching Council of Aotearoa New Zealand</div> <div>Resetting national priorities for PLD to focus on core curriculum capabilities and assessment approaches that enable a more inclusive and equitable education system</div> <div>Providing funding for teacher aides to access professional learning</div>	<div>Develop tools and information to support learners/ākonga to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers</div> <div>Implement NCEA Change Package to enhance education pathways for learners/ākonga, and support their transition into further education and employment</div> <div>Supporting learners/ākonga post-school through the School Leavers Toolkit</div> <div>Valuing vocational education pathways by awarding the Prime Minister's Vocational Education Awards</div>	



Actions Government is taking that support the implementation of the NELP in schools and kura

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 own 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 next learning steps;

High Expectations

“The Curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual 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 and **Team Leaders** work with staff to ensure that class programmes meet the needs of all levels of learners in the school;
- **Seesaw reporting** focuses on 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 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 in 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 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; pm
- 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.

It is our 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 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

It is our 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 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 in order 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.

The school will hold an annual performing arts event.

Health and Physical Education:

The aim of Physical Education is 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 t 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 from 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. We have set up 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 clearly 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 leader.

Calf Club

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

Fun Day Friday

“Fun Day Friday” has a junior school focus and it is based on play-based learning.

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:

In accordance with 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 2023. This Charter and its annual goals will be reviewed in Dec 2023, or sooner as the need arises.

Principal:

Date : 28 February 2023

Presiding Member : BOT :

Date : 23 February 2023



BOARD OF TRUSTEES: DETAILS - AS OF DECEMBER 2022

Name	Phone	Email	Position on the board	Type of member [Note 1]	Start date	Left the board date	Current Term expires
Kelly Jones	0276229866	kjones@bombay.school.nz	Presiding Member	EL	Elected 2022		Election 2025
Susie Stafford Bush	0212972992	sstafford-bush@bombay.school.nz	Staff Rep	EL	Elected 2022		Election 2025
Stephanie Hooper	02102257500	shooper@bombay.school.nz	Finance	EL	Elected 2022		Election 2025
Eru Brown	0274432465	ebrown@bombay.school.nz	Parent Rep	EL	Elected 2022		Election 2025
Jamie Lyons	027 4412041	jlyons@bombay.school.nz	Parent Rep	Selected	Selected 2022		Election 2025
Darren O Shea	Election 2025	doshea@bombay.school.nz	Parent Rep	Selected	Selected 2022		Election 2025
Erin Pellow	0212669667	epellow@bombay.school.nz	Special Project	Co-opted	Co-opted 2022		Election 2025
Kirsty Mclean	0274528293	kmclean@bombay.school.nz	Special Project	Co-opted	Co-opted 2022		Election 2025
Paul Petersen	0212121433	ppetersen@bombay.school.nz	Principal	Principal			

2023 ACTION PLAN : READING
<p>As part of our action plan for 2023, our focus will be on engaging and accelerating the progress of boys. While we have seen some positive growth, there are still several variables at play, such as inconsistent OTJ data, changes in staff, and different cohorts of students. Despite this, we acknowledge that more work needs to be done to support students with special needs and help them reach their expected levels.</p> <p>To achieve our goals, we will provide professional development opportunities for our teachers, enabling them to model the Bombay way and expectations for teaching reading throughout the year. Additionally, we recognize the importance of improving our management of real-time assessment data so that we can respond to it immediately, thereby having a positive impact on teaching and learning. This strategy will continue throughout 2023.</p> <p>By focusing on these key areas, we aim to create a supportive and engaging learning environment that empowers all students to reach their full potential. We are committed to fostering an inclusive and collaborative culture, where every student is valued and supported to succeed.</p>
<p><u>STRATEGIC GOAL ONE (READING) 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>2023 Reading Goal: We aim to target groups of students for accelerated progress in 2023. We will also focus on engaging and accelerating boys’ achievement in reading.</p> <p>BOT It is the board’s strategic aim to ensure that all children are making, and sustaining reading progress over the course of 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 2023, and to report their achievement over the course of 2023.</p>

2023 ACTIONS (READING)

1. Add identified students to the Reading Teacher's priority learners for 2023.
2. Discuss progress in relation to reading learning at Fortnightly Syndicate meetings and contribute teaching and learning ideas/strategies.
3. Monitor student's running records and analyze reading data at each fortnightly achievement meeting. Update the Record of actions and progress column of the reading action plan.
4. Offer reading support to identified families by weekly monitoring of student's home reading in years 1-3 and providing home support through extra readers, special meetings, video support material, and MOE - how you can help at home docs.
5. Set SMART goals for students and regularly review their progress against these goals. Use Seesaw to contact the student's family termly to touch base with regard to reading learning progress.
6. Monitor attendance and offer home support to catch these children earlier.
7. Build relational trust and cultural responsiveness through conscious and deliberate acts. Focus on building growth mindsets for identified students.
8. Use Teacher Aide to assist other groups while working with target groups.
9. Ensure regular reading at school and home is a central focus for all teachers. Communicate consistently to parents through class newsletters, homework, and App reminders.
10. Use appropriately levelled resources readily available for readers in each class. Team leaders to ensure that the team is regularly refreshing the resources.
11. Deliberately teach spelling using Joy Alcock resource. Model literacy teaching strategies consistently between classes and teams.
12. Consider specific individual need, such as teaching phonic strategies for struggling readers or specific strategies for students with dyslexia tendencies.
13. Monitor attendance and alert team leader sooner rather than later. Involve SENCO and the LSC as needed.
14. Provide word rings based on spell write levels and 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.
15. Carry out the Joy Allcock tests on the target children at the start of each year to assess their ability to identify and record the sounds in words. Use appropriate digital resources to target the desired concept/skill.
16. Consider a change to the content of homework spelling lists to improve spelling, resulting in improved content and fluency of written work for identified students. Discuss this at team meetings.
17. Book chat : Reading is not just a solitary activity. In fact 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.
18. 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 practical suggestion for encouraging book talk. See National Library Website for more details : <http://schools.natlib.govt.nz>
19. 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.
20. 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.
21. 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)
22. 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
23. 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.
24. 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.
25. 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.
26. 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:
27. "Non-voluntary readers", particularly boys who have a negative attitude towards reading.
28. 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.

Expectations and reading culture

- 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).

Provide reading role models

- 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.

Have a variety of reading material available

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.

- 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.

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 ‘Bookchat’

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 cut outs 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 in 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 own 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

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

2023 Reading Goal:

We aim to target the following groups of students for accelerated progress in 2023, as follows:

1. By the end of 2023, 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. We are targeting 8 students who are below/ well below pm level 12.

2. We are targeting 10 Year 2 students. We would like them to be at PM level 17
3. We are targeting 11 Year 3 students. We would like them to be @ PM 21
4. We are targeting 10 Year 4 students. We would like them to be operating RA 8-9 years (Probe) Level 23/24 PM
5. We are targeting 6 Year 5 Students. We would like them to be reading at RA 9-10 years (Probe)
6. We are targeting 7 Year 6 students. We would like them to be accelerated to RA 10-11 years (Probe)
7. We are targeting 5 Year 7 students. We would like these students to be accelerated to 12 years (Probe)
8. We are targeting 6 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+

Accelerant Reading

Accelerant students will be targeted as follows:

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



2. Year 5 - 6 of year 5 will be reading above RA 12 (9 year olds)



3. Year 6 - 16 of year 6 will be reading above RA 12-13 (10 Year olds)

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

5. Year 8 - 10 of year 8 will be reading above RA 15+ (12 Year olds)

Focus on boys reading?

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

2022 Writing Goal:

We aim to target groups of students for accelerated progress in 2022, as follows:

1. We are targeting 1 Year 2 students. We are targeting these students to be at 1 1B
2. We are targeting 3 Year 3 students. We are targeting these students to be at 1P-1A.
3. We are targeting 8 Year 4 students. We would like these student to be at 2B-2P
4. We are targeting 8 Year 5 students. We would like these students to be 2P-2A;
5. We are targeting 4 Year 6 students. We would like these children to be at 3B-3P;
6. We are targeting 5 Year 7 students. We would like these students to be at 3P-3A;
7. We are targeting 4 Year 8 students. We would like these students to be at 4B-4P

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 - 19 of year 4 will be writing above 3B (8 year olds)

2. Year 5 - 15 of year 5 will be writing above 3A 12 (9 year olds)

3. Year 6 - 13 of year 6 will be writing above 4P (10 Year olds)

4. Year 7 - 5 of year 7 will be writing above RA 4A (11 Year olds)

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

BOMBAY SCHOOL SUSTAINABILITY ACTION PLAN

WRITING, 2023

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 5: Monitor consistency of teaching practice in writing across classes within teams and across teams and take action when programmes are not consistent and or detrimental.

Goal(s)	Action	Time	Personnel	Resources	Outcomes
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2	Best Practice Writing Programme Informed by scoping data. What does best practice look like? Reaffirm this with all staff	Week 1	Staff		-Continue to build on understanding of best practice. Document this and monitor for consistency.
1	Recap PACT/LPF writing assessment tool	Week 2	Staff	PACT tool	-Reinforce knowledge of robust summative assessment to inform OTJs and teaching and learning programmes
1	Use LPFs/PACT assessment regularly to improve 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	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 7 and Week 10/11 -Modelling Books Writing Groups Standards in Books Discussion Time Oral Language Reflecting on Learning, self or peer assessment	Week 7 Week 10/11 Target Students	Team leaders		-Looking at the 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 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.

2023 Maths Goal:

We aim to target the following groups of students for accelerated progress in 2023, as follows:

1. We are targeting 0 Year 2 students. We would like these students to be at stage 2-3;
2. We are targeting 11 Year 3 students. We would like these students to be at Beginning Stage 4;
3. We are targeting 15 Year 4 students. We would like these students to be Stage 5;
4. We are targeting 8 Year 5 students. We would like these students to be at Beginning Stage 6;
5. We are targeting 3 Year 6 students. We would like these students to be at stage 6.
6. We are targeting 3 Year 7 students. We would like these students to be at Beginning Stage 7;
7. We are targeting 5 Year 8 at students. We would like these students to be at End Stage 7, by the end of 2022,

Accelerant Mathematics

Accelerant students will be targeted as follows:

1. Year 4 - 14 of year 4 will be working above Stage 5 (8 year olds)



2. Year 5 - 7 of year 5 will be working above Stage 6 (9 year olds)



3. Year 6 - 18 of year 6 will be working above stage 7 Level 4 (10 Year olds)



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



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



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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 delivery of agreed programmes and approaches.

- 2023
1. [Refer to the 2023 Action Plan](#) (68 pages - too long to incorporate here.)
 2. Review class environments.
 3. Reviewed Kapa Haka Programme
 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. Participate in cultural festivals
 12. Integrate Maori Reo in official school documents - start with daily notices and newsletter
 13. Appointed Kapa Haka Tutor
 14. Build a relationship with a new Kaumatua
 15. Foster Kahui Ako approaches & PD on cultural responsiveness
 16. All children to learn the waiata.
 17. Staff confidence and capability in using Te Reo - will need to be built up.
 18. Improved signage and artwork on buildings and in gardens that reflect tangata whenua
 19. Use EEO lense when employing more staff.

The journey thus far :
Summary

- Maori Student Engagement is high - See Bombay and Me survey Data
- The school remains a committed member of the Kahui Ako.
- BOT Self Review Tool for Maori cultural responsiveness. We are going to work through this tool for the March 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 Community Group : The group has 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.
- Promoting student voice - through seesaw and [student surveys](#)
- Surveys parents
- PD on Maori Responsiveness
- [Our charter goal aims to promote Maori enjoying and achieving education success](#) as [Maori](#)
- 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. 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 is part of a focus of this years BOT Self Review
- Funds are allocated for Productive partnerships with Maori
- Following our ERO review : We will implement a sequential Te Reo programme.

