



Brooklyn School<sup>Est. 1983</sup>

Take up the challenge - Mauria te taki

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# Charter 2018

## 58 Washington Avenue, Brooklyn, Wellington

### Purpose and Structure

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Brooklyn School's Charter is a key document. It sets out the Board's strategic leadership expectations for the next three to five years. This is what we want to achieve, how we will achieve this, what success will look like, and how we'll measure success. Our Charter has three sections:

An **Introductory** section that includes our mission, vision, and values.

A **Strategic** section that sets out our aims and directions for student progress and achievement for the next 3-5 years.

An **Annual** section that sets out our plans for the next year to improve student progress and achievement and progress towards our strategic goals, mission, and vision.

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## Mission

### Take Up the Challenge

We will promote life-long learning and enable all our students to reach their full potential by providing....  
high quality teaching and learning opportunities; relevant learning experiences; a safe and supportive learning environment; and fostering positive attitudes to learning

## Vision

Through our influence, example and persistent efforts we aim to help our children to.....

- be problem solvers, inquirers, innovators, flexible and adaptable;
- set their own goals, make informed decisions and monitor their own progress;
- value themselves as part of their diverse local, national and global community;
- see the value and importance of the whole person, Hauora – mind, body and spirit.

## Values

*Values are the important qualities and beliefs we try to live by and show in the ways that we go about our work and relationships with others in our school community.*

*We accept and adopt the values that underpin the New Zealand Curriculum*

Staff and students will **respect** themselves, others, and human rights.

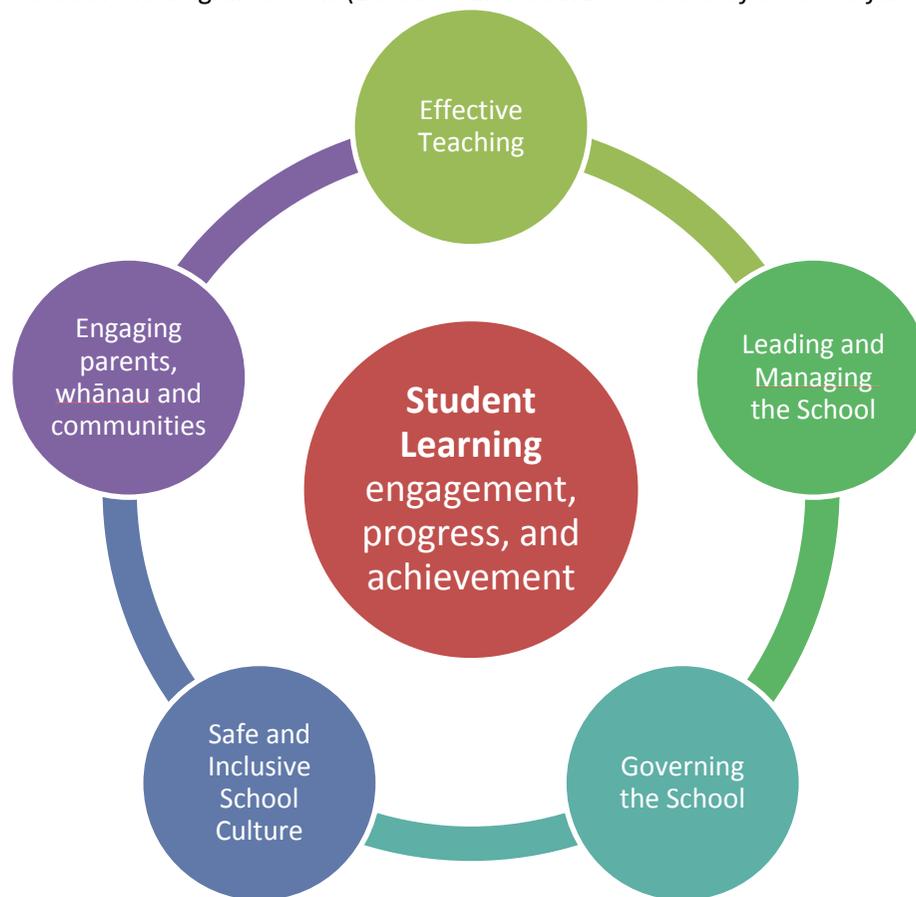
Staff and students will be encouraged to value, model and explore:

- **integrity**, which involves being honest, responsible, and accountable and acting ethically
- **excellence**, by aiming high and by persevering in the face of difficulties
- **community and participation** for the common good- co-operative learning
- **positive attitude** through engagement, fun and humour
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively
- **diversity**, as found in our different cultures, languages, and heritages
- **equity**, through fairness and social justice
- **ecological sustainability**, which includes care for the environment
- **resilience**

## Strategic Section

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Our Charter is based on the belief that students who are engaged are more likely to learn and achieve and that high levels of student achievement are strongly influenced by effective teaching; effective school leadership and governance; a safe and stimulating school culture and environment; and effective engagement between the school, parents, whānau and communities. This is illustrated in the diagram below (Based on ERO's *Six Dimensions of a Successful School* diagram).



We have developed the strategic goals in our Charter after considering how we are placed against each of these dimensions. This has enabled us to identify a series of strategic goals that cover the period 2018-2020. These goals build on our strengths and develop areas that we have identified need further work. We have also considered what we need to do to give effect to the six National Administration Guidelines (NAGs). In our planning, we have selected activities that contribute to achievement of our strategic goals and the NAGs. We will ensure that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it.

## Our Strategic Framework

	Mission, Vision and Values				
	↑				
	1. Student Learning : engagement, progress and achievement				
Overarching 2018-2020 strategic goal	All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement and progress in relation to National Expectations				
	↑	↑	↑	↑	↑
	2. Effective Teaching	3. Leading and managing the school	4. Effective governance	5. Safe and inclusive school culture and environment	6. Engagement of parents, whānau and communities
Strategic Goals 2018-2020	Effective teachers have high expectations that all students will achieve to their potential and are committed to providing a high quality education for all their learners	Effective leadership throughout the school builds the pedagogical, administrative and cultural conditions necessary for successful learning and teaching.	Analysis of robust and reliable data on student engagement, progress and achievement informs Board decisions about strategic direction, priorities for resource allocation, programme implementation and evaluation, and teacher professional development.	Brooklyn School provides a safe, quality, child-centred learning environment that reflects the diverse community in which it operates. Its buildings and teaching spaces support effective teaching and learning.	Parents, whānau and communities are engaged with the school to promote students' learning. Families and whānau are engaged in supporting their children's learning.

These will be reviewed in term 4 2018.

### Annual Section

1. Our focus in 2018 is to further develop a sustainable strategic direction for our **Brooklyn School Curriculum** based on Future Focused pedagogy, and to develop **digital fluency** in order to provide a wide curriculum programme including extension and enrichment opportunities to enhance student achievement. We have continued to select specific goals in relation to **effective teaching** and **parental engagement** in their children's learning as areas of focus in 2018. We believe that these areas have the most direct impact on our overall goal of all our children's achievement

2018	Annual Goals	Lead
<p><b>1. Student learning: engagement, progress and achievement</b></p> <p>Students, parents, families and whānau are clear about progress and achievement in relation to the Curriculum, and feel comfortable and empowered to ask questions about how to support their next learning steps.</p>	<p><b>1.1 To increase the number of students achieving at or above their curriculum level for maths, reading and writing.</b></p> <p><i><b>Rationale:</b> Children need to develop high skills in Numeracy and English literacy, to access higher levels of learning and opportunity.</i></p>	<p>Liz, Clint, Margaret</p>
<p><b>2. Effective Teaching</b></p> <p>Effective teachers have high expectations that all students will achieve to their potential and are committed to providing a high quality education for all their learners.</p>	<p><b>2.1 To further develop a sustainable strategic direction for our Brooklyn School Curriculum based on Future Focused pedagogy.</b></p> <p><i><b>Rationale:</b> The New Zealand Curriculum sets the direction for student learning through its vision, values, key competencies and learning areas. A well-designed and well-implemented curriculum enhances student engagement and achievement and prepares students for study, work and lifelong learning.</i></p>	<p>Liz, Clint, Margaret</p>
	<p><b>2.2 To develop a sustainable strategic direction for Future Focused Learning pedagogy and continue to develop digital fluency into our Brooklyn School Curriculum in order to provide a wide curriculum programme including extension and enrichment opportunities to enhance student achievement.</b></p> <p><i><b>Rationale:</b> Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students.</i> <i>The New Zealand Curriculum, p.35</i></p>	<p>eLead Team</p>
	<p><b>2.3 To further develop the effective teaching of Te Reo and tikanga at Brooklyn School.</b></p> <p><i><b>Rationale:</b> Our students will benefit from developing teacher capability in tikanga Māori (Māori culture) and te reo Māori (Māori language).</i></p>	<p>Matt</p>
<p><b>3. Leading and managing the school</b></p> <p>Effective leadership throughout the school builds the pedagogical, administrative and cultural conditions necessary for successful learning and teaching.</p>	<p><b>3.1 To develop the leadership capability of the leadership team.</b></p> <p><i><b>Rationale:</b> Leaders establish goals and expectations, articulating and communicating these clearly and setting the provisions in place for implementation.</i></p>	<p>Liz</p>
<p><b>4. Effective governance</b></p> <p>Effective governance provides strategic direction and coherence across school policy and decision making.</p>	<p><b>4.1 For the board to ensure the continuity of effective governance of the school.</b></p> <p><i><b>Rationale:</b> Effective governance uses valid and reliable information to provide a picture of overall achievement across the school and to monitor engagement, progress and achievement for all students and for diverse groups of students to inform future direction and priorities.</i></p>	<p>Liz</p>

<p><b>5. Safe and inclusive school culture and environment</b> Brooklyn School provides a safe, quality, child-centred learning environment that reflects the diverse community in which it operates.</p>	<p><b>5.1 To continue building on our inclusive practices so all children experience success (through a hauora/well-being lens)</b></p> <p><i><b>Rationale:</b> An effective school culture is one in which practice nurtures potential and fosters success for all.</i></p>	<p>Liz</p>
<p><b>6. Special Project 2018-2019</b> Brooklyn School has a redevelopment building project to implement.</p>	<p><b>6.1 Building Redevelopment at Brooklyn School</b></p> <p><i><b>Rationale:</b> An innovative learning environment will be developed for the learners at Brooklyn school. This will be developed through consultation with the community, managing interruptions and we will have robust health and safety processes during the construction period.</i></p>	<p>Liz in conjunction with the Board of Trustees</p>
<p><b>7. Development of a Kāhui Ako</b> Brooklyn School has signed an Expression of Interest in forming a Kāhui Ako (Community of Learning) at the end of 2016.</p>	<p><b>7.1 For Brooklyn School to benefit in being part of a Kāhui Ako</b></p> <p><i><b>Rationale:</b> Taking part in a Kāhui Ako will give kura/schools new opportunities to bring their collective expertise to bear on the achievement challenges affecting their wider educational community, right across students' learning pathways. With Kāhui Ako working across the system we will see effective practice increasingly becoming common practice, with leaders and kaiako/teachers seeking out evidence-based professional knowledge and keen to share their expertise widely.</i></p>	<p>Liz</p>

## Maths Target 2018

### Strategic Goal 1:

All students are able to access *The New Zealand Curriculum* as evidenced by achievement in relation to the New Zealand Curriculum.

#### 1.1a Annual Goal

**To increase the number of students achieving at or above their curriculum level for maths.**

#### 2018 Target

**The groups of 'End of year 2', 'End of year 3', 'End of year 7', Maori and Pacifica students identified in November 2017 as achieving below in relation to their curriculum level will have made accelerated progress and be achieving at the standard by the end of 2018.**

#### Baseline Data

Analysis of school-wide maths data in November 2017 indicated that 80.6% of children are achieving at or above their curriculum level at Brooklyn School.

We have identified some concerns in the 'End of year 2', 'End of year 3', 'End of year 7', Maori and Pacifica cohorts. These children will be targeted through the intervention of the class teacher.

#### Cohort Data

Level in 2017	Above	At	Below	WB	Total	% at or above
End of Year 2	12	26	11	1	50	76%
End of Year 3	9	20	10	1	40	72.5%
End of Year 7	16	25	19	1	61	67.2%
Maori	3	16	7	3	29	65.5%
Pacifics	3	8	4	1	16	68.8%
Overall	127	219	75	8	429	80.6%

#### Actions to achieve targets (what we are intending to do)

Actions to achieve targets (what we are intending to do)	Led by	Budget	Timeframe	Resources
1. Continue with Professional Development in maths to build on from our self-review in maths from 2015-2017. This is continuing with our collaborative inquiry in developing confident, capable, 'connected' mathematicians.	Liz	\$2000	Ongoing throughout year	Cognition Education
2. On-going self-review of school maths curriculum, including induction of new staff.	Lead Teacher	\$1200	Ongoing throughout year	Review information from 2017
3. Monitoring meetings to discuss progress of target students. Meetings are ongoing to discuss progress of target students.	SENCO, Syndicate leaders		Ongoing throughout year	'Learning Support' folders for each class, Linc-Ed
4. Work with parents, families and whānau around ways to support student's learning so that parents are more confident in helping their children and communicating with teachers and teachers gain a better understanding of their students and use this knowledge to personalize their teaching programmes. Share with parents assessment data and identify ways they can support their	Class Teachers	\$200	Terms 1 and 2	School Interviews online booking system, Linc-Ed

children.				
5. Review of current maths resources across syndicates. Purchase of required resources	Syndicate leaders	\$2000		Terms 1 and 2
6. Foster the wider use of student voice in maths learning programmes	Syndicate leaders			Terms 1 and 4
7. Enrichment classes and/or teacher aide support to be given to target students	SENCO			Ongoing throughout year
8. Overall Teacher Judgments made against the maths curriculum levels	Classroom teachers and syndicate leaders. Moderation across syndicates			Terms 2 and 4
9. Collation and analysis of assessment data inform progress and planning for the following year	Principal and staff			Term 4
10. Review of support programmes for student engagement and progress	SENCO			Term 3/4
11. Maths observations/Professional Inquiry carried out as part of appraisal cycle	Leadership team	\$1200		Term 3
12. Enrichment opportunities/competitions for extension	SENCO	\$200		Throughout the year the Mathswell Competition, Otago Problem Solving
13. End of year-analyse and reflect in the year-end data to inform progress and planning for the following year.	Leadership Team			Term 4 Assembly SMS, Linc-Ed

## Reading Target 2018

### Strategic Goal 1:

All students are able to access *The New Zealand Curriculum* as evidenced by achievement in relation to the New Zealand Curriculum.

### 1.1b Annual Goal

**To increase the number of students achieving at or above their curriculum level for reading .**

### 2018 Target

**The groups of 'End of year 1', 'End of year 2', 'End of year 3' students identified in November 2017 as achieving below in relation to their curriculum level will have made accelerated progress and be achieving at the standard by the end of 2018.**

### Baseline Data

**Analysis of school-wide maths data in November 2017 indicated that 88.2% of children are achieving at or above their curriculum level at Brooklyn School. We have identified some concerns in the group of boys across the school. These children will be targeted through the intervention of the class teacher.**

Cohort Data

Level in 2017	Above	At	Below	WB	Total	% at or above
End of Year 1	15	26	13	0	54	75.9%
End of Year 2	25	15	9	1	50	80%
End of Year 3	14	17	8	1	40	77.5%
<b>Overall</b>	<b>213</b>	<b>165</b>	<b>46</b>	<b>5</b>	<b>429</b>	<b>88.2%</b>

Actions to achieve targets	Led by	Budget	Timeframe	Resources
1. Review assessment data with staff and determine the particular learning needs of target students.	Principal	\$200	Week 1-6 Term 1	PATs, STAR, Running records
2. Monitoring meetings to discuss progress of target students. Meetings are ongoing to discuss progress of target students.	SENCO, Syndicate leaders		Ongoing throughout year	'Learning Support' folders for each class
3. Implementation of B.Y.O D. for Moa syndicate	Principal		Ongoing throughout year	Chrome books
4. Work with parents, families and whānau around ways to support student's learning so that parents are more confident in helping their children and communicating with teachers, and teachers gain a better understanding of their students and use this knowledge to personalize their teaching programmes. Share with parents assessment data and identify ways they can support their children.	Class Teachers	\$200	Term 1 and 2	School Interviews online booking system, Linc-Ed
5. Foster the wider use of student voice in reading learning programmes	Syndicate leaders		Term 2	
6. Professional readings and quality professional development put in place to support and guide teachers professional practice	Principal and Associate Principals		Ongoing throughout year	
7. Professional development meetings between syndicates to discuss reading assessment and programmes, including a review of resources	Associate Principals		Ongoing throughout year	
8. Review of software to improve students' progress and achievement	Principal and SENCO	\$1000	Ongoing	
9. Enrichment classes and/or teacher aide support to be given to target students	SENCO		Ongoing throughout year	Kid's Lit Quiz, BookClub
10. Overall Teacher Judgments made against the reading curriculum levels	Classroom teachers and syndicate leaders. Moderation across syndicates		Terms 2 and 4	
11. Collation and analysis of reading curriculum levels data to inform progress and planning for the following year	Principal and staff		Term 4	
12. Review of support programmes for student engagement and progress	SENCO		Term 3	

13. Continue to monitor the 6 year old children to track their progress and achievement, including offering Quick60 and extra support to 6 year olds based on needs. Also review of assessment practices.	Associate Principal		Ongoing	
14. Reading observations/professional inquiry carried out as part of appraisal cycle	Leadership Team	\$1200	Term 2	
15. Review of current literacy resources and purchase of new reading materials	Syndicate leaders	\$5000	Term 1 and 2	
16. End of year-analyse and reflect in the year-end data to inform progress and planning for the following year.	Leadership Team		Term 4	Assembly SMS, Linc-Ed

## Writing Target 2018

### Strategic Goal 1:

All students are able to access *The New Zealand Curriculum* as evidenced by achievement in relation to the New Zealand Curriculum.

### 1.1c Annual Goal

**To increase the number of students achieving at or above their curriculum level for writing.**

### 2018 Target

**The group of boys, 'End of year 3' and 'End of Year 7' students identified in November 2017 as achieving below in relation to their curriculum level will have made accelerated progress and be achieving at the standard by the end of 2018.**

### Baseline Data

**Analysis of school-wide maths data in November 2017 indicated that 78.6% of children are achieving at or above their curriculum level at Brooklyn School.**

**We have identified some concerns in the 'End of year 3', End of Year 7', and boys cohorts. These children will be targeted through the intervention of the class teacher.**

### Cohort Data

Level in 2017	Above	At	Below	WB	Total	% at or above
End of year 3	5	20	14	1	40	62.5%
End of Year 7	15	27	18	1	61	68.9%
Boys	34	115	57	4	210	71%
Overall	102	235	87	5	429	78.6%

### Actions to achieve targets

	Led by	Budget	Timeframe	Resources
1. Review assessment data with staff and determine the particular learning needs of target students. Meetings are ongoing to discuss progress of target students.	Principal		Week 1-6 Term 1	Writing sample
2. Fortnightly monitoring meetings to discuss progress of target students. Meetings are ongoing to discuss progress of target students.	SENCO, Syndicate leaders		Ongoing throughout year	'Learning Support' folders for each class

3. Work with parents, families and whānau around ways to support student's learning so that parents are more confident in helping their children and communicating with teachers and teachers gain a better understanding of their students and use this knowledge to personalize their teaching programmes. Share with parents assessment data and identify ways they can support their children	Class Teachers	\$200	Terms 1 and 2	School Interviews online booking system, Linc-Ed
4. Implement the wider use of e-asTTle across the school including the collation of student voice in writing learning programmes	Syndicate leaders		Term 1 and 3	
5. Embed writing systems and processes across the year 1-8 classes to align these	Associate Principal		Term 1	
6. Implementation of BYOD to Moa classes	Principal		Term 1	Chrome books
7. Professional readings and quality professional development put in place to support and guide teachers professional practice	Principal and Associate Principals		Ongoing throughout year	
8. Enrichment classes and/or teacher aide support to be given to target students	SENCO		Ongoing throughout year	
9. Review of resources to effectively meet writing needs	Syndicate leaders	\$1000	Term 1	
10. Overall Teacher Judgments made against the writing curriculum levels	Classroom teachers and syndicate leaders. Moderation across syndicates		Terms 2 and 4	
11. Collation and analysis of writing curriculum levels data to inform progress and planning for the following year	Principal and staff		Term 4	
12. Writing observations/Professional Inquiry carried out as part of appraisal cycle	Leadership team	\$1200	Term 3	
13. End of year-analyse and reflect in the year-end data to inform progress and planning for the following year.	Leadership team		Term 4	Assembly SMS, Linc-Ed

## Effective Teaching Curriculum Target 2018

### Strategic Goal 2:

Effective teachers have high expectations that all students will achieve to their potential and are committed to providing a high quality education for all their learners.

#### 2.1 Annual Goal: To further develop a sustainable direction for our Brooklyn School Curriculum based on Future Focused pedagogy.

#### 2018 Target

To further review the Future Focused Learning principles and develop these into our Brooklyn School Curriculum allowing for further development opportunities for all our children.

#### Baseline Data

In 2017 we continued to review our school maths curriculum incorporating Future Focused Learning principles and developing these into our Brooklyn School Curriculum. The staff and students will continue to make use of the community and other resources to provide a wide curriculum programme, including extension and enrichment opportunities to enhance student achievement.

Actions to achieve targets	Led by	Budget	Timeframe	Resources
1. Induct new staff	Principal and leadership team	\$1200	Term 1 and beyond	
2. Staff to attend professional development day in January around thinking with Prof Welby Ings	Principal	\$1700	January	Connections+
3. Continuation of Professional Learning and Development in maths including future focused learning principles	Lead Teacher	\$1200	Ongoing throughout year	Cognition Education
4. Ongoing Review Brooklyn School Curriculum	Principal , Associate Principals	\$1200	Ongoing throughout year	
5. Enrichment classes/opportunities to be given to target students	SENCO	\$1500	Ongoing throughout year	MathsWell Otago Problem Solving Kid's Lit Quiz Grip Leadership
6. Future Focused Learning Strategy-innovative of information and communication technologies and BYOD plan	Principal	\$1200	Ongoing throughout year	Core Education
7. Professional Learning Development for Learning with Digital Technologies	Principal	90 hours PLD from MoE \$4800	Ongoing throughout year	Cyclone Computers Facilitator- Jo Nicol
8. Continue our development of inclusive practices	SENCO	\$500	Ongoing throughout year	<i>Annual Goal 7</i>
9. Innovative Learning Environment Plans developed for the Kiwi Village and Takahe Block	Principal	tbc	Ongoing throughout year	<i>Annual Goal 6</i>
10. Professional Learning Development for staff based around 21 <sup>st</sup> Century pedagogies	Principal	\$5000	Ongoing throughout year	<i>Annual Goal 6</i>

## Effective 'Teaching as Inquiry' Target 2018

### Strategic Goal 2:

Effective teachers have high expectations that all students will achieve to their potential and are committed to providing a high quality education for all their learners

### 2.2 Annual Goal

To develop a sustainable direction for Future Focused Learning pedagogy and continue to develop digital fluency into our Brooklyn School Curriculum in order to provide a wide curriculum programme including extension and enrichment opportunities to enhance student achievement.

### 2018 Target

**All teaching staff will have a comprehensive understanding of developing digital fluency through 'Teaching as Inquiry' and will use this in enhance the outcomes for their learners.**

### Baseline Data

**We have been using the 'Teaching as Inquiry' cycle in our professional learning and development. This year we want to allow for the development of digital fluency in their 'Teaching as Inquiry' projects.**

Actions to achieve targets	Led by	Budget	Timeframe	Resources
1. Assess capability of staff as a benchmark	eLead team		Term 4 2017	elearning framework
2. Teachers assess needs of their learners in class	Liz		Term 1	'Spiral of Inquiry' framework
3. Opportunities for staff to observe others for their professional development	Senior Leadership Team		Ongoing throughout year	
4. Professional Learning and Development through collaborative inquiry	Senior Leadership Team	90 Hours MoE PLD \$4800	Ongoing throughout year	Cyclone Computers- Jo Nicol
5. Foster the wider use of student voice in learning programmes	Syndicate leaders		Term 3	
6. Review of resources to effectively meet needs across the school	Senior Leadership Team	\$2000	Ongoing throughout year	

## Effective Teaching Curriculum Target 2018

### Strategic Goal 2:

Effective teachers have high expectations that all students will achieve to their potential and are committed to providing a high quality education for all their learners.

### 2.3 Annual Goal:

To further develop the effective teaching of Te reo and tikanga at Brooklyn school.

### 2018 Target

**To further develop the effective teaching of Te Reo and tikanga at Brooklyn School by taking part in the Kura Ahurea Pilot.**

## Baseline Data

**For the past 3 years we have had a specialist Te Reo teacher and now we want to increase the whole staffs' capability in Re Reo and tikanga.**

Actions to achieve targets	Led by	Budget	Timeframe	Resources
1. Take part in the Kura Ahurea Pilot	Te Reo Specialist Teacher	\$1600	Ongoing throughout the year	Kura Ahurea Pilot

## Leading and Managing the School Target 2018

### Strategic Goal 3:

Effective leadership throughout the school builds the pedagogical, administrative and cultural conditions necessary for successful learning and teaching.

### 3.1 Annual Goal

**To develop the leadership capability of the leadership team.**

### 2018 Target

**For the leadership team to further develop their capabilities individually and as a team through a coaching model**

## Baseline Data

**Now that there is a new leadership team, this is an ideal time to further develop their capabilities individually and as a team through a coaching model.**

Actions to achieve targets	Led by	Budget	Timeframe	Resources
1. Develop the leadership capability of the leadership team -Kolbe Profile -NZPF Conference	Principal	\$2500	Ongoing throughout year	Virtual HR NZPF
2. Springboard Trust feedback for leaders	Principal	\$300	Ongoing throughout year	Springboard Trust
3. Leaders using coaching model during professional appraisal inquiries	Senior Leadership Team		Ongoing throughout year	
4. Embedding of the professional inquiry model into our appraisal cycle	Senior Leadership Team		Ongoing throughout year	<i>Annual Goal 2.2</i>
5. Embed the staff portal into our way of communicating across the school	Senior Leadership Team		Ongoing throughout year	Staff Portal
6. Introduce and implement Linc-Ed into the school	Principal	\$4250	Ongoing throughout the year	Linc-Ed

## Governance Target 2018

<b>Strategic Goal 4:</b> Effective governance provides strategic direction and coherence across school policy and decision making.				
<b>4.1 Annual Goal</b>				
<b>For the board to ensure the continuity of effective governance of the school.</b>				
<b>2018 Target</b>				
<b>For the board to ensure the continuity of effective governance of the school.</b>				
<b>Baseline Data</b>				
<b>Effective governance uses valid and reliable information to provide a picture of overall achievement across the school and to monitor engagement, progress and achievement for all students and for diverse groups of students to inform future direction and priorities.</b>				
<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Budget</b>	<b>Timeframe</b>	<b>Resources</b>
1. Continue with our self-review processes to inform on-going development and improvement	Board of Trustees	\$1000		NZSTA
2. Review of Policies and procedures on a cyclical basis	Board of Trustees	\$1400	Ongoing throughout year	School Docs
3. Develop plan for Special Building Project	Board of Trustees	<i>tbc</i>	Ongoing throughout year	<i>Annual Goal 6</i>
4. Succession Plan for Board	Board of Trustees		Term 3 and beyond	NZSTA

## Safe and Inclusive School Culture and Environment Target 2018

<b>Strategic Goal 5:</b> Brooklyn School provides a safe, quality, child-centred learning environment that reflects the diverse community in which it operates.				
<b>5.1 Annual Goal</b>				
<b>To continue building on our inclusive practices so all children experience success (through a hauora/well-being lens).</b>				
<b>2018 Target</b>				
<b>To build on our inclusive practices so all children experience success (through a hauora/well-being lens)</b>				
<b>Baseline Data</b>				
<b>An effective school culture is one in which nurtures potential and fosters success for all.</b>				
<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Budget</b>	<b>Timeframe</b>	<b>Resources</b>
1. Professional development for Teacher Aides, including attendance at Teacher Only days	SENCO	\$1000	Ongoing throughout year	
2. Ongoing Review Brooklyn School Curriculum	Principal , Associate Principals	\$1200	Ongoing throughout year	<i>Annual goal 2.1</i>
3. Enrichment classes/opportunities to be given to target	SENCO	\$1500	Ongoing	MathsWell

students				throughout year	Otago Problem Solving Kid's Lit Quiz Grip Leadership Friend's Programme Kia Kaha
4. Professional Development for Teachers	Principal and SENCO	\$2200		Ongoing throughout year	Educator's Wellbeing Kit
5. Mindfulness classes for all students	SENCO			Term 2	Mindfulness Facilitator
6. Various learning support courses for teachers and teacher aides	Principal and SENCO	\$1200		Ongoing throughout year	
7. Attending SENCO Cluster meetings	SENCO	\$500		Ongoing throughout year	Group Special Education
8. Wellbeing Survey	SENCO			Term 2	NZCER

## Special Project Target 2018

### Strategic Goal 6:

Brooklyn School has a redevelopment building project to implement.

#### 6.1 Annual Goal

##### Building redevelopment at Brooklyn School

#### 2018 Target

**Building renewal for the Kiwi Village, redevelopment of the Takahe block, extending the hall and recladding the Admin block**

#### Baseline Data

**In December 2016 the Ministry of Education announced that five teaching spaces (The Kiwi Village) are being replaced and the administration block is being repaired due to weather tightness issues. The Ministry has also approved a \$630,000 Special Property Grant to be used in a hall extension. Construction is planned to start in 2018.**

Actions to achieve targets	Led by	Budget	Timeframe	Resources
1. To work collaboratively with the Ministry of Education to implement our building redevelopment	Board of Trustees	tbc	2 years	Ministry of Education, DGSE
2. Professional Learning Development for staff based around 21 <sup>st</sup> Century pedagogies	Principal	\$5000	Ongoing throughout year	<i>Annual Goal 2</i>
3. Transition plan in place for staff and students	Principal	Tbc	18 months	

## Development of Community of Learning Target 2018

### Strategic Goal 7:

Brooklyn School has signed an Expression of Interest in forming a Community of Learning at the end of 2016.

#### 7.1 Annual Goal

**For Brooklyn School to benefit in being part of a Kāhui Ako**

#### 2018 Target

**For Brooklyn School to benefit in being part of a Kāhui Ako**

#### Baseline Data

**Taking part in a Kāhui Ako will give kura/schools new opportunities to bring their collective expertise to bear on the achievement challenges affecting their wider educational community, right across students' learning pathways. With Kāhui Ako working across the system we will see effective practice increasingly becoming common practice, with leaders and kaiako/teachers seeking out evidence-based professional knowledge and keen to share their expertise widely.**

Actions to achieve targets	Led by	Budget	Timeframe	Resources
Meet with other EOI schools in the cluster to further develop this Kāhui Ako	Liz	\$1000	Ongoing throughout year	Ministry of Education