

Beckenham Te Kura o Pūroto

Charter - 2019

3291



**Beckenham
Te Kura o Pūroto**

Filling our kete for the journey!
Whakarite ngā kete mō te haerenga!

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Introduction

Type of School

Beckenham Te Kura o Pūroto is state, co-educational, full primary school catering for school Years 1 to 8 (New Entrant to Form 2). It aims to be the school of choice for the local community for students from Years 1-8. The decile ranking changed at the end of 2014 from 7 to 8.

Brief History

The school opened as Beckenham School in 1915 with 149 pupils and a staff of four following lobbying to the Canterbury Education Board by the Beckenham Burgesses' Association who argued that it was too dangerous for Beckenham children to cross Colombo St tramlines to attend Somerfield School.

The first school committee adopted the red, yellow and black colours of the Belgium flag as a tribute to the bravery shown by that country in the 1914-1918 World War. These colours are still found in our various sports, music and other uniforms and have been incorporated into our new logo, launched in 2016. The school was unique for its time in being the first primary school in Christchurch to have co-educational classrooms for boys and girls, to be built with a central heating system servicing the entire school, and later to have its own swimming pool.

The school roll and its buildings grew rapidly so that by 1928 the school roll reached 562. The old brick building was demolished in 1979 and new Cebus style classrooms were built. By the late 1980's, demographic changes meant that the roll had declined to just over 300.

Additional classrooms were added when the school roll grew again during the 1990's. The school hall was built during 1997. The administration block was extended and re-modelled in 1994. Both projects were funded by the Ministry of Education's Financial Assistance Scheme and school community fund-raising.

The Board of Trustees was required by the Ministry of Education to adopt an enrolment scheme in 1994, to avoid overcrowding in classrooms. The scheme ensures that children living in the immediate Beckenham area have automatic right of enrolment.

During 2000, the administration block was further upgraded to the new building standard, and stage 2 of the hall completed with the development of a new entrance, reception foyer, kitchen and multi-purpose classroom suitable for science, technology, art and music activities. The spacious library / information centre was refurbished in 2004.

In 2009 a new resource, office and small group teaching space was added to the Junior block as a partial second story. This was funded through roll growth and property funding for junior roll ratios. The boiler house was decommissioned in 2010 and remodeled as two learning spaces known as the Major and Minor Rooms that typically accommodate music tuition and other small group learning.



The Canterbury Earthquake of 22 Feb 2011 destroyed the school pool. A major fire in January 2013 destroyed the library and multipurpose rooms. Community support and generous donations of money, books and time saw the library collection rebuilt during 2013. Two temporary re-locatable classrooms were moved onto the site of the old pool in July 2012 to provide temporary replacement for the multi-purpose and library spaces lost in the fire.



The school celebrated its Centenary in 2015 with a series of well-attended events over Labour Weekend.

The February 2011 earthquake destroyed the school pool which was subsequently demolished in 2013. In September 2013, the school was given the use of a 'Pools in Schools' temporary pool from Water Safety NZ and with the support of Active Post. This pool was used for 2 years to bring aquatic education back to our students and funding from the Red Cross earthquake fund supported the tuition costs. This contract expired in June 2015.

Up until the February

2011 earthquake, buildings were well maintained and resourced and a long term programme of classroom upgrades and enhancements had been established. Beckenham Te Kura o Pūroto is on the MOE Renewal Building Programme for significant rebuild beginning in 2015. A key focus for 2014 and 2015 was to develop an understanding of what teaching and learning

will look like in modern learning environments, to inform this building program. The school is currently in the Christchurch Schools' Rebuild programme, working in the design phase. 16 replacement learning spaces were designed to meet 'Modern Learning Environment' (MLE) expectations and the refurbishment of the old junior block to become the admin admin and library area.

In October 2016 the \$6.2 million rebuild programme began. Five classrooms were relocated to other sites and a three room block was demolished to make way for two new buildings to be built that would each house 8 learning spaces and a dedicated learning space for two satellite classes from Ferndale School. Also included as part of the building improvement work were: a refurbishment of the hall foyer (damaged in the 2012 fire), and recladding of part of the hall; the remodelling of the 1940s verandah block to become the library, reception and staff-room spaces; demolition of the existing admin block; removal of two relocatable classrooms; refurbishment of two N.E. learning spaces; and the extension and redevelopment of the carpark. Because of the demands on physical space during the rebuild, from October 2016 our Year 5-8 students were bussed across to 102 Champion St (a vacant MOE site) for classes each day. All students returned to our Beckenham site in Term 4 of 2017. The rebuild work was finally completed in March 2018.



During 2017, the Board of Trustees met with Ngai Tahu and accepted the gift of a Māori name for the school, to reflect its special place in the local community. Rather than have an English name and a Te Reo Māori name, the decision was made to combine the two names and use the one new name “Beckenham Te Kura o Pūroto” which means ‘Beckenham, the school of the ponds’. The new name was officially adopted from January 1 2018.

The School Today

Beckenham Te Kura o Pūroto roll in recent years has ranged from around 420 - 430 at the beginning of the school year to a maximum of around 460 - 480 at the end of the year. In 2018 the roll grew to a new high of 492 students and in 2019, started with a new high of 463 students.

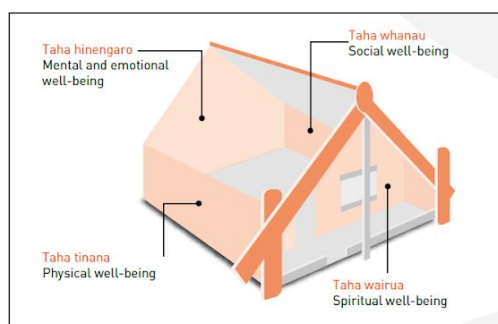
The school hosts a double attached satellite unit of Ferndale School for students with moderate disabilities. This provides a range of positive outcomes and opportunities for inclusion for both Ferndale and Beckenham students, teachers and whānau. Beckenham Te Kura o Pūroto has a staff that includes around 20 classroom teachers, Principal and two Deputy Principals, two administration staff and a caretaker, and several part-time staff including part-time teachers, Teaching Assistants (TAs) and a Kaiako te reo Māori. The teaching staff operate in a culture of strong relationships and collaboration.

The school is the home of a before and after-school programme (BOSCO) that operates from 7.30-8.30am and 3:00pm - 6:00pm each day. From 2017 BOSCO have operated in a double classroom block on the western boundary. This block has been designated as not required for teaching and, rather than being demolished during the rebuild, was given back to the school by the Ministry of Education as a ‘board owned building’ in 2018.



The school grounds are compact and well kept, with many trees and a focus on the environment as a learning space. The school is fortunate to be adjacent to Beckenham Park and the merging of the two gives an extensive play environment. During 2017 & 2018 the PTA undertook significant fundraising activities to raise over \$100,000 to support the ongoing development of outdoor spaces. In 2018, the school was also a fortunate recipient of a grant of \$10,000 from the Mazda Foundation for a ‘Treemendous Makeover’.

Approximately 13% of the school's population is Māori and there is a strong support for school te reo Māori and tikanga Māori programmes within the community. Children of other ethnic backgrounds include (and are not limited to) Cook Island Māori, Samoan, Indian, Russian, Hungarian, Dutch, German, South African, Vietnamese, Filipino, Korean, Japanese and Chinese. Inclusion is paramount and the school prioritises building on the diverse range of cultural and learning experiences that children bring with them. Children describe the school as a safe and happy place to be and there is a very positive tone in the playground and classrooms. A Restorative Practice approach forms the basis of the school's behaviour support system. Strong relationships are recognised as being fundamental to the success of the school and its teaching and learning programmes. These relationships start with, but are not limited to, the teacher, child and family relationship. Beckenham Te Kura o Pūroto staff enjoy professional relationships and work closely with educators at other local schools. The school has strong links with the local community which it works actively to maintain. The school is highly regarded within the community and among the education fraternity in Christchurch. During 2017 the school joined with other local schools and early childhood providers to become the 'Te Mana Rauo Kahui Ako (Community of Learning)'. We have strong relationships with both the schools and many of the ECEs in the group.



We have had a strong focus on 'Wellbeing' since 2015 and have developed a school Wellbeing definition based on the Te Whare Tapa Whā model. Wellbeing forms an important lens through which we view student progress and achievement.

An important feature of the school is the active parent and whānau participation in, and support of, all aspects of school life including classroom assistance, attendance at student learning conferences and school events, and assistance with fundraising activities for the provision of further facilities. The PTA is very active in providing further opportunities for close relationships and engagement between families and the school.

As a full primary school, Beckenham Te Kura o Pūroto anticipates students choose to remain in the school for their Year 7 & 8 years. We provide a high quality, differentiated programme that has been carefully tailored to meet the needs of young adolescents. Our Year 7/8 teachers provide a range of experiences and opportunities for diversification that prepare students for the changes they will face when moving on to secondary school. Year 7&8 students bus to Christchurch South Intermediate each Tuesday morning for technology. Second language instruction in French, Spanish & Japanese is provided by teachers from Cashmere High School who visit Beckenham Te Kura o Pūroto each week. A close relationship with Cashmere High School (the local secondary school for our enrolment zone) has been developed and Beckenham Te Kura o Pūroto students report the transition to Cashmere to be seamless and positive. Our senior students participate in a range of leadership programmes including Leadership Camps and work towards Leadership Awards. As 'buddies' to junior classes they are able to use their newly acquired leadership skills to great advantage.

Beckenham Te Kura o Pūroto is one of a small number of schools in Christchurch that have a close relationship with the Christchurch School of Music (CSM). Along with providing individual and small group lessons in a range of instruments, the partnership allows for an Outreach

Band programme that runs alongside the lessons. Every student learning a band instrument is able to play in a band, improving their skill at a faster rate and experiencing the fun and benefit of making music as part of an ensemble. A number of other itinerant music teachers also provide lessons on site.

Over the past four and a half years, teaching and learning delivery has moved from a totally single cell, 1 teacher : 1 class model of working, to a totally collaborative model that involves teachers working in Learning Hubs within Teams and requires collaborative teaching practices throughout the school day. The isolation of the profession is being removed and practice is now carried out in public, rather than in private, and with peer support rather than in isolation. Within this model, each teacher is responsible for the pastoral care, and reporting to parents, of a learning group.

Learning programmes are delivered in flexible, collaborative groupings. These groupings are primarily within a team (usually two year levels). This provides opportunities for

- Teaching to teacher strengths
- Multiple student:teacher relationships
- Professional support in managing challenging behaviour of students
- Professional support in designing learning programmes to meet the needs of priority learners
- Professional challenge and support in growing practice through strategically grouping teachers who have a range of experience levels, interests, strengths and areas for development
- Benefit to all learners from strategically grouping teachers who have a range of experience levels, interests, strengths and areas for development
- Minimal disruption to student learning programmes when a teacher is absent
- Higher levels of congruence and alignment in the delivery of teaching and learning programmes within a team and across the school
- Students working with a cohort that has a 2-2½ year age range rather than just their immediate year level peers.



The school is currently organised into five teams of two/three year level groups.

Team Koru – NE/Y1 – 1 Hub of two teachers at the start of the year, with one or two more teachers added as more NEs arrive in the school;

Team Kahikatea - Y1/2/3 – 1 Hub of four teachers.

Team Kowhai – Year 3/4 - 1 hub of four teachers

Team Pohutukawa – Year 5/6 – 1 hub of five teachers.

Team Kauri – Year 7/8 Intermediate Hub – 1 hub of four teachers.

Universal Design for Learning (UDL) principles underpin teaching and learning programme and inclusive practice is the norm.

Review of reporting to whānau has been a particular focus for the past three years. Three-way learning conferences happen three times during the course of our school year. Our school year begins in late January with two days of 30 min, individual Learning Conversations where teacher, student and whānau meet to build a relationship and learn as much about one another and the shared expectations for the year as possible. This sets up a strong foundation from which to build the learning journey for that year.

Appropriate information is kept on individual students pertaining to pastoral, behavioural, emotional, social and learning needs. This travels with the student throughout their time at the school and facilitates early intervention when barriers to learning are noticed and interventions and support can be actioned in a timely and individualised manner.



Vision and Values

Whakarite ngā kete mō te haerenga! Filling our kete for the journey

| WE CARE | WE GET THERE TOGETHER | WE LOVE LEARNING | WE LOVE CHALLENGE | WE MAKE A DIFFERENCE |
|--|---|---|---|--|
| <p>Arohaina te tāngata me te taiao</p> <p><i>We care about people and the environment they live in which is inclusive of community.</i></p> | <p>Mā tātou katoa te waka e hoe</p> <p><i>We are all rowing this waka together.</i></p> | <p>He taonga te ako</p> <p><i>The treasure is learning</i></p> | <p>Nau mai te wero</p> <p><i>Bring on the challenge</i></p> | <p>Nā mātou he rerekē te ao</p> <p><i>The world is different because of us</i></p> |
| <ul style="list-style-type: none"> • We respect others and our environment. • We include everyone. • We have empathy for others. • We can be trusted to do the right thing | <ul style="list-style-type: none"> • We help each other to learn. • We communicate to understand one-another. • We communicate to find the way forward. • We value our differences • We work together so we all can be successful. | <ul style="list-style-type: none"> • We are passionate learners. • We are creative learners. • We are curious learners. • We know what we need to learn and how to get there. | <ul style="list-style-type: none"> • We are determined, resilient and never give up. • We persevere. • We aim to be a better version of ourselves every day. | <ul style="list-style-type: none"> • We contribute to our community. • We take action to make the world a better place, now and into the future. • We look for solutions. |
|  |  |  |  |  |

Recognising Cultural Diversity

Beckenham Te Kura o Pūroto has developed, and maintains, procedures and practices that acknowledge the Treaty of Waitangi and the unique place of te reo and tikanga Māori in New Zealand society. It also acknowledges the increasing cultural diversity of both our society and our school family. It does these in a variety of ways that are appropriate to the Beckenham Te Kura o Pūroto community.

Beckenham Te Kura o Pūroto is committed to:

- Providing experiences in Te Reo Māori and Tikanga Māori and recognising the place of Māori culture in daily life.
- Acknowledging and celebrating the diverse backgrounds, cultures and circumstances of all families

This is being achieved by:

1. Implementing school and classroom programmes and practices which acknowledge other languages (daily greetings etc), through social studies programmes, and school wide expectations of treating others with respect.
2. A commitment to ensuring that all students have access to learning tikanga and te reo Māori on a regular, planned and integrated basis. The Board of Trustees employs a part time kaiako te reo Māori to teach te reo and tikanga Māori throughout the school, to support and assist class teachers implement te reo Māori programmes, to teach extension te reo classes to students who desire and have sufficient knowledge to benefit from such programmes, and to tutor four kapa haka groups and the school's Te Whānau Mahitahi performing group. The school curriculum includes a Te Reo Māori implementation plan.
3. Incorporating te reo and tikanga Māori practices and protocols in formal school ceremonies.
4. Replacing and renewing bilingual signage throughout the school (2018 goal)
5. Identifying the many nationalities represented in the school, and flying each nation's flag with pride at appropriate times of the year.
6. Having regular whole school waiata in addition to team and whole school Celebration Assemblies.
7. Monitoring, analyzing and reporting achievement data of Māori students in key target areas.
8. Regularly consulting with parents/caregivers of Māori students through individual meetings, Learning Conferences, surveys and, according to their wishes, face to face group meetings to report on the achievements of Māori students and discuss plans, programmes and targets for student achievement.
9. New Strategic Focus on championing Te Reo and Te Ao Māori throughout the school, led by the Board of Trustees


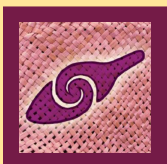



Strategic Plan 2018 - 2020


“Whakarite ngā kete mō te haerenga - Filling our kete for the journey”

We love learning | We care | We make a difference | We love challenge | We get there together


Review status: Did not complete - not continuing / Ongoing - to be continued / Completed and/or becoming Business as Usual


| How (Strategic Goals) and Why: Over the next three years we will... because.... | What (Indicators for Success) | What (Implementation/timings) |
|---|--|--|
| <p>“Learners at the Centre” Ako (Tātaiako)</p> <p>Through “Putting Learners at the Centre” with collaboration and agency, we realise the full potential of every learner.</p> <p>COLLABORATIVE PEDAGOGY Our teachers focus on visible, supported next practice and have a shared knowledge of all learners; Ako: Each of us has the responsibility to grow the capability of each other Learner-centric: All learners loved, visible, supported and challenged</p> <p>LEARNER AGENCY Learners are in control of things around them and can influence events, Learners are active and empowered to make decisions; Learners have choices in how, when, where and what to learn; resulting in highly reflective & responsive learners (self-regulated learners)</p> | <p>Indicators:</p> <ul style="list-style-type: none"> Learners will demonstrate increased success in Mathematics and Writing (Kahui Ako target area and area of identified need from previous data) Learners will demonstrate, in multiple ways, the agency ‘power to act’ that they have in their learning. (When learners move from being passive recipients to being much more active in the learning process, and actively involved in the decisions about the learning, then they have greater agency.”) Learners will use shared language to describe learning and the learning processes Our Learning Community¹ will be able to describe and give multiple examples of the ways we ‘Put Learners at the Centre’ Staff will be able to define, select and use appropriate collaborative practices and explain why they will achieve the best outcomes for learners. <div>    </div> <div> <p>We love challenge</p> <p>We get there together</p> <p>We love learning</p> </div> | <p>2018</p> <ul style="list-style-type: none"> Targeted teaching, and monitoring of target groups in mathematics and writing (Kahui Ako target areas) Coaching and Mentoring - Leadership team Professional Learning Development (PLD). Feeding into ongoing Collaborative Pedagogy PLD within teams. Collaborative Teaching as Inquiry (TAI) into Developing Mathematical Inquiry Communities (DMIC) with Dr Roberta Hunter (Massey University) Centrally funded PLD - Kahui Ako Develop a shared understanding of the pedagogy of Play Based Learning across the different Year 0-4 year levels Centrally funded PLD contract with Kate Brown to develop a schoolwide shared understanding and practice of Concept Based Curriculum design and delivery, (using a team-based delivery model) <p>2019</p> <ul style="list-style-type: none"> SOLO Taxonomy PLD (2019 decision made not to focus specifically on this but to focus on Assessment for Learning) Universal Design for Learning (UDL) (2019: narrow focus of this changed to a wider focus on Diverse Learners, and Inclusion) Professional learning around new Digital Technologies Curriculum Further development of DMIC maths Consider Play Based Learning PLD for Year 5-8 teachers <p>2020</p> <ul style="list-style-type: none"> Implementation of Digital Technologies Curriculum Assessment for Learning PLD Further develop Play Based Learning philosophy for all staff |

¹ “Our Learning Community” is our staff, students, Ferndale and whānau

| How (Strategic Goals) and Why: Over the next three years we will... because....: | What (Indicators for Success) | What (Implementation/timings) |
|--|--|--|
| <p>“Valuing every individual”</p> <p>Whanaungatanga (Tātaiako)</p> <p>Manaakitanga (Tātaiako)</p> <p>Through focussing on valuing every individual, we are inclusive, equitable, we celebrate diversity, increase wellbeing (hauora) so that we are all positive, happy and ready to learn.</p> <p>WELLBEING - VALUING EVERY INDIVIDUAL <i>Wellbeing helps us to feel good and flourish. We nurture social, mental, spiritual and physical wellbeing (Te Whare Tapa Whā). Self care, utilising our own and others’ character strengths, is the first step to caring for one another</i></p> <p>CULTURAL RESPONSIVENESS <i>Celebrating diversity means each member of our community is affirmed and valued inclusive of their culture</i> <i>What’s important to learners is important to teachers</i></p> <p>COMMITMENT TO THE TREATY OF WAITANGI <i>"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 Māori me ōna tikanga."²</i></p> | <p>Indicators:</p> <ul style="list-style-type: none"> Our Learning Community will be able to describe and give multiple examples of the ways we value every individual Our Learning Community will be able to describe how we foster and take individual responsibility for hauora for all <ul style="list-style-type: none"> Te Whare Tapa Whā is our framework Our Learning Community has a shared understanding of the Restorative Practice approach that underpins our behaviour support systems, further building a culture where positive behaviour and learning is a way of life. Our Learning Community has a strong sense of belonging, learning from and relating respectfully with people from their own and other cultures. <ul style="list-style-type: none"> ‘Culturally responsive teaching is a pedagogy that recognises the importance of including students’ cultural references in all aspects of learning’. Our Learning Community can describe and give multiple examples of the ways we value and show commitment towards The Treaty of Waitangi and this is led by our Board Our Learning Community understands and can articulate our cultural narrative and kawa. <div data-bbox="678 1029 1373 1345">  <div> <div>We Care</div> <div>We get there together</div> <div>We love learning</div> </div> </div> | <p>2018</p> <ul style="list-style-type: none"> Sleep Programme PLD for all staff to deliver to children - Kathleen Liberty and UC Research Principal commits to learning Te Reo Māori Restorative Practice PLD for all staff Support the Wellbeing Team to incorporate and embed Wellbeing practices Explore options for PB4L for 2019 Establish a group (staff, parents and children) to champion Tikanga Māori and Te Reo Māori across the school and develop an action plan for 2019 and 2020, including developing our cultural narrative in partnership with Ngai Tahu and Community, beginning at BOT level with a ‘Hautū’ review process. <p>2019</p> <ul style="list-style-type: none"> Review of our tikanga and te reo Programmes (Tikanga/Te Reo group) Te reo Māori development for staff as required Undertake PLD in growing character strengths, and developing a growth mindset in learning and embed mindful practices (2019: Too many other priorities - move this to 2020) “Positive Behaviour 4 Learning” (MOE PLD) to begin discussions beginning of Term 3 2018 Staff will grow their understanding of what culturally responsive pedagogy looks like and sounds like, so that teaching and learning is framed, by all staff, within a Te Ao Māori perspective. <p>2020</p> <ul style="list-style-type: none"> Continue with PB4L development |

² The New Zealand Curriculum, p9

| How (Strategic Goals) and Why: Over the next three years we will... because...: | What (Indicators for Success) | What (Implementation/timings) |
|---|--|--|
| <p>“Community Engagement” Whanaungatanga (Tātaiako) Wānanga (Tātaiako)</p> <p>Through engaging with our local and wider community, we grow relationships and enhance the collective capabilities of Beckenham Te Kura o Pūroto to improve outcomes for our children.</p> <p>COMMUNITY RELATIONSHIPS <i>A learning community that looks outwards and forwards is constantly challenging itself, and its community, to focus on sustainability and growth, to achieve better outcomes for learners.</i></p> <p><i>Community engagement is 'meaningful, respectful partnership between schools and their parents, whānau, and communities ... focused on improving the educational experiences and successes for each child.'</i> (ERO, 2008)</p> | <p>Indicators:</p> <ul style="list-style-type: none"> • Our Learning Community can describe, and give multiple examples of, the ways we work together to achieve the best possible outcomes for our children • Our staff and students will participate in, and contribute to, wider (educational / learning) communities • Our students will engage with our wider community as part of their learning • Beckenham Te Kura o Pūroto will be visible in local and wider community projects • Our Learning Community will be contributing to the development of strategic and annual plans • Our students transition to school seamlessly and successfully <div data-bbox="678 877 1373 1193">  <div> <div>We Care</div> <div>We Get There together</div> <div>We Make a Difference</div> </div> </div> | <p>2018</p> <ul style="list-style-type: none"> • Engage with opportunities to share our journey into collaborative teaching and flexible learning spaces with others • Develop a planned approach to communication about teaching and learning for whānau, through newsletters, workshops and videos on website • Engage with Kahui Ako (CoL) to review and enhance and Transition to School programme • Participation and active engagement at all levels of the Kahui Ako (CoL) through professional development opportunities, networking opportunities and leadership opportunities, within school and across the Community of Learning. • Consult with whānau through hui • Explore option of culturally relevant and needs based events being based at Beckenham, for our students and wider community (work with the others, e.g. PTA) - e.g. <ul style="list-style-type: none"> ◦ reinstatement of Adult ESOL class; ◦ parenting classes and seminars, ◦ Te Reo Māori class for the community ◦ Cultural events, for the local community <p>2019</p> <ul style="list-style-type: none"> • Begin a Te Reo Māori class for adult learners at Beckenham (could include staff and whānau learning together) • Through the Te Reo and Tikanga group, develop a plan for activities for the school and wider community that celebrate and raise understanding of the Treaty of Waitangi, and Te Ao Māori • Further engagement of whānau through education about teaching and learning via seminars, and workshop sessions <p>2020</p> <ul style="list-style-type: none"> • Next steps will come from the consultation process of the previous two years. |

| How (Strategic Goals) and Why: Over the next three years we will... because...: | What (Indicators for Success) | What (Implementation/timings) |
|---|--|--|
| <p>“Utilising the Environment”</p> <p>Wānanga (Tātaiako) Tangata Whenuatanga (Tātaiako)</p> <p>Through deliberate planning and development of our environment, we are providing spaces, both indoor and out, that support and enrich learning and the diverse needs of learners.</p> <p>UTILISING THE ENVIRONMENT <i>“Make it feel good. Schools that are engaging, vibrant, great places to be foster a sense of belonging that’s important for all kids , especially those at risk.”³</i></p> | <p>Indicators</p> <ul style="list-style-type: none"> • Our learning community will engage in the development of a whole school plan for the use of outdoor learning spaces around the school environment. • Staff will use the environment to enhance and transform learning for students • Students will engaging with the environment and have a voice in the continued development of the spaces • All spaces will be accessible and available for all learners • PTA fundraising for ‘outdoor learning spaces’ will be spent. <div data-bbox="678 719 1373 1037">  <p>We Care We Get There together We Make a Difference</p> </div> | <p>2018</p> <ul style="list-style-type: none"> • An overall plan for the environment will be developed to ensure flow and connections between areas • Stages of development will be clearly laid out • Stage one completed (including Treemendous Makeover) • Stage two (including Junior play area) will be begun <p>2019</p> <ul style="list-style-type: none"> • The cultural narrative will be developed and documented with and for our children, staff, and community. • Stage two of the outdoor spaces plan will be completed • Stage three (other areas) will be further developed and begun • Explore feasibility and fit for authentic learning and collaboration programmes such as ‘Enviroschools’ or ‘Garden to Table’ <p>2020</p> <ul style="list-style-type: none"> • Stage three of the outdoor spaces plan will be completed • Engage with a programme such as ‘Enviroschools’ or ‘Garden to Table’ |

References

[New Zealand Curriculum](#) - Ministry of Education

[Tātaiako - Cultural Competencies for Teachers of Māori Learners](#) - Ministry of Education

The third Teacher - 79 ways you can use design to transform teaching and learning.

[OECD - The Nature of Learning - Using Research to Inspire Practice](#)

³ The Third Teacher - 79 ways you can use design to transform teaching and learning

Documents and Plans to inform this Strategic Plan

- New Zealand Curriculum
- 2016 confirmed ERO report
- 2018 Annual Plan
- 2018 Annual Plan Review
- 2018 Student Achievement Targets
- 2018 Student Achievement Data
- Te Mana Raupō Kahui Ako Achievement Challenges
- Whānau Hui Review of Whānau goals Oct 2015
- Principal's Reports to BOT meetings, 2018
- Self review

Annual Plan for Strategic Goals - 2019

| Annual Plan 2019 - "Learners at the Centre" | | | |
|---|--|---|---|
| Strategic Goal (Implementation/timings) | Plans | Resources, Who & When | Expected Outcome (Dec 2019) |
| Monitoring of target students in Mathematics (Kahui Ako achievement target area) | Monitoring of this through student achievement data in mathematics, and through monitoring of cohort target groups in mathematics | DMIC Mathematics team led by Within School teachers and Principal, supporting teachers with practice and assessment DMIC | Increased achievement (see student achievement targets) |
| Further development of DMIC maths (through continued CFPLD hours via COL with Bobbi Hunter's team) | Hours for DMIC allocated via the CoL to PLD and In-class-support from DMIC programme. Maths Team (led by DMIC Within School Teachers and Across School Teacher) to support staff to develop practices. Assessment for learning in mathematics to be a priority focus area - how do we show both progress and achievement? | Centrally funded PLD hours Within School Teachers (2x0.5) with support from Across School Teacher and Principal | 2nd year of DMIC PLD completed with new staff (2019) brought up to speed) |
| Grow Waitaha and MOE Inclusive Practices Project with Ferndale School Diverse Learners Project with RTL Universal Design for Learning (UDL) (2019: narrow focus of this changed to a wider focus on Diverse Learners, and Inclusion) | Grow Waitaha COP proposal created at end of 2018 to document and share inclusive practices during 2019 Collaborative project with RTL proposed at end of 2018 and accepted to develop deeper understandings of needs of children with ASD and other diverse learners. Premise is 'if we can improve their wellbeing, we can improve their outcomes, including learning progress and achievement.' | Within School Teacher (0.5) role allocated to the development of these two projects, supported by the DP/SENCO. MOE funded release and support to develop these conversations, discussions and implementation plans Allocation of 0.1 equivalent of RTL resource to upskill BTKOP staff and create sustainability plan | Deeper understanding of shared practices around inclusion between and within Beckenham and Ferndale that can be shared with other schools. Improved wellbeing outcomes for diverse learners, resulting in improved progress and achievement in learning. |
| Professional learning around new Digital Technologies Curriculum | ICT Digital Technology team will create a staff development plan for unpacking and understanding the requirements of the new Digital Technologies Curric. | Leadership Unit applied to this, supported by the Principal ICT/Digital Technology team to lead | All staff will have an understanding of the new digital technologies curriculum and be prepared to teach it in 2020 |
| Consider Play Based Learning PLD for Year 5-8 teachers | Continue building on PLD done in 2017 & 2018 to develop shared understanding across the school of value and philosophy of 'Learning through Play' and the 'role of the teacher' | Leadership Unit applied to this, supported by a DP Some development during T2 utilising 'acting up' allowances | All staff from NE to Year 6 will be confident in applying principles and practice of 'Learning through Play'. |

Annual Plan 2019 - “Valuing every individual”

| Strategic Goal (Implementation/timings) | Plans | Resources, Who & When | Expected Outcome (Dec 2019) |
|---|--|--|---|
| <p>Review of our tikanga and te reo Programmes (Tikanga/Te Reo group)</p> <p>Te reo Māori development for staff as required</p> <p>Staff will grow their understanding of what culturally responsive pedagogy looks like and sounds like, so that teaching and learning is framed, by all staff, within a Te Ao Māori perspective</p> <p>Establish a group (staff, parents and children) to champion Tikanga Māori and Te Reo Māori across the school and develop an action plan for 2019 and 2020, including developing our cultural narrative in partnership with Ngai Tahu and Community, beginning at BOT level with a ‘Hautū’ review process.</p> <p>(new) - establish a position on the Board of Trustees for an iwi representative (from 2018 BOT)</p> | <p>Establish a champions group (students, staff and whānau) to meet regularly, feed in the Hautū review, and bring back actions, including developing our cultural narrative in partnership with Ngai Tahu and Community. (see also links to 2nd goal in Community Engagement)</p> <p>Approach appropriate person to be appointed to BOT as iwi representative</p> <p>Build a school capability around simple waiata and kapa haka through fortnightly Waiata in T2/3</p> <p>Term 1: Bring together a group including staff, BOT, whānau & students, to help develop a plan</p> <p>Engage with staff on a weekly basis to promote increased use of Te Reo Māori across the school and in the wider school community</p> | <p>Leadership Unit applied to this, supported by the Principal</p> | <p>A group of champions will be up and running and will have developed and begun actioning a plan for 2020.</p> <p>Cultural narrative will be visible around the school.</p> |
| <p>“Positive Behaviour 4 Learning” (MOE PLD)</p> | <p>Undertake the PB4L-SW programme through the MOE. The programme will largely dictate the plan of action.</p> | <p>Leadership Unit applied to this, supported by a DP and a PB4L team</p> | <p>School will have successfully completed Year 1 of PB4L-SW engagement and staff engagement and interactions with students will be strengthened through the implementation of these practices.</p> <p>Positive changes in student behaviour will be measurable</p> |
| <p>Support the Wellbeing Team to incorporate and embed Wellbeing practices</p> | <p>Continue to embed practices that support Wellbeing at Beckenham.</p> <p>Make ‘wellbeing’ a lens that supports discussions about student progress and achievement</p> | <p>Within School Teacher role (0.5) applied to this, supported by a DP</p> | <p>Students, staff and whānau will use a wellbeing lens support discussions about progress and achievement.</p> |

| | | | |
|--|--|--|--|
| | The Wellbeing team continue to action and embed recommendations from Wellbeing at School survey in 2018. | | |
|--|--|--|--|

| Annual Plan 2019 - "Community Engagement" | | | |
|---|---|--|---|
| Strategic Goal (Implementation/timings) | Plans | Resources, Who & When | Expected Outcome (Dec 2019) |
| Develop a planned approach to communication about teaching and learning for whānau, through newsletters, workshops and videos on website | <p>A termly plan showing teaching and learning foci for Fortnightly newsletters from Principal.</p> <p>Videos and Slide shows loaded onto the school website for Community Education.</p> | <p>Term 1 onwards</p> <p>DPs & Principal to develop</p> | Continued whānau education around school pedagogy and practice with resources available through multiple sources (including workshops, handouts, website and newsletters) |
| <p>Consult with whānau through hui</p> <p>Begin a Te Reo Māori class for adult learners at Beckenham (could include staff and whānau learning together)</p> <p>Through the Te Reo and Tikanga group, develop a plan for activities for the school and wider community that celebrate and raise understanding of the Treaty of Waitangi, and Te Ao Māori</p> <p>Further engagement of whānau through education about teaching and learning via seminars, and workshop sessions</p> | <p>E.g. Explore option of culturally relevant and needs based events being based at Beckenham, for our students and wider community (work with the others, e.g. PTA) - e.g.</p> <ul style="list-style-type: none"> reinstatement of Adult ESOL class; parenting classes and seminars, Te Reo Māori class for the community Cultural events, for the local community | <p>Links with 1st goal in 'review of tikanga and Te reo' action plan above (in 'Valuing Every Individual' section)</p> | |

Annual Plan 2019 - "UTILISING THE ENVIRONMENT"

| Strategic Goal (Implementation/timings) | Plans | Resources, Who & When | Expected Outcome (Dec 2019) |
|---|---|--|--|
| <p>An overall plan for the environment will be developed to ensure flow and connections between areas</p> <p>Stages of development will be clearly laid out</p> <p>Stage One completed (including Treemendous Makeover)</p> <p>Stage Two of the outdoor spaces plan will be completed (2019 - this may take longer)</p> <p>Stage Three (other areas) will be further developed and begun (2019 - this may take longer)</p> | <p>Develop a plan for the 'junior playground and green space'</p> <p>Develop a plan for the NE area East of Pukaki</p> <p>Develop a plan for the area behind the Toy Library and around BOSCO</p> <p>Development and installation of wayfinding signage. (carried over from 2018)</p> | <p>BoT Property Working Group (set up late 2018) to continue to develop a plan for this workstream.</p> <p>Community Working Bees as appropriate</p> <p>DP/SENCO with a view to completion during T1/2</p> | <p>Area adjacent to Pukaki will have had redevelopment</p> <p>Plan for rest of outdoor spaces will have been developed</p> <p>Wayfinding signage installed, that supports the cultural narrative of the school</p> |
| The cultural narrative will be developed and documented with and for our children, staff, and community. | Further discussion needed with regard to some elements of cultural narrative and relationship to Ngai Tahu to be undertaken with students, staff and whānau | DP/SENCO, staff rep on Property Working Group, and Te Reo Māori leader | |
| Explore feasibility and fit for authentic learning and collaboration programmes such as 'Enviroschools' or 'Garden to Table', 'Orchards in Schools' | Scope this work for potential further development in 2020 | Not allocated yet | |

Student Achievement Targets

Target 1: Mathematics

We have selected a [cohort](#) of students from Year 5-8 who were working below the curriculum level expectation for their Year group.

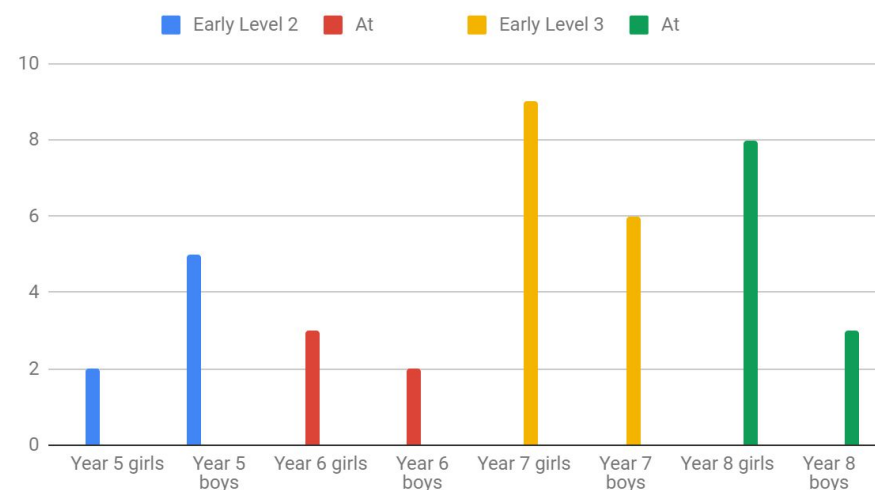
The 2018 data was measured using 3 curriculum sublevels. These children were, using this measurement, 1 or 2 sublevels below expectation. Whilst they were not deemed to be 'Well Below' using the old National Standards measures, they are at risk of falling further behind without specific attention and focus.

These are our expectations (targets) for these students:

| Year level (2019) | End of 2018 level | Mid 2019 level (likely to be the same/similar to end of 2018) | End 2019 level |
|-------------------|---------------------------------|---|---|
| 5 | Early Level 2 (towards Level 2) | Early Level 2 (towards Level 2) | At Level 2 |
| 6 | At Level 2 | At Level 2 | Early Level 3 (working towards Level 3) |
| 7 | Early Level 3 (towards level 3) | Early Level 3 (towards level 3) | At Level 3 |
| 8 | At Level 3 | At Level 3 | Early Level 4 (working towards Level 4) |

| Baseline Data | Early Level 2 | At Level 2 | Early Level 3 | At Level 3 | Early Level 4 |
|---------------|---------------|------------|---------------|------------|---------------|
| Year 5 girls | 2 | | | | |
| Year 5 boys | 5 | | | | |
| Year 6 girls | | 3 | | | |
| Year 6 boys | | 2 | | | |
| Year 7 girls | | | 9 | | |
| Year 7 boys | | | 6 | | |
| Year 8 girls | | | | 8 | |
| Year 8 boys | | | | 3 | |

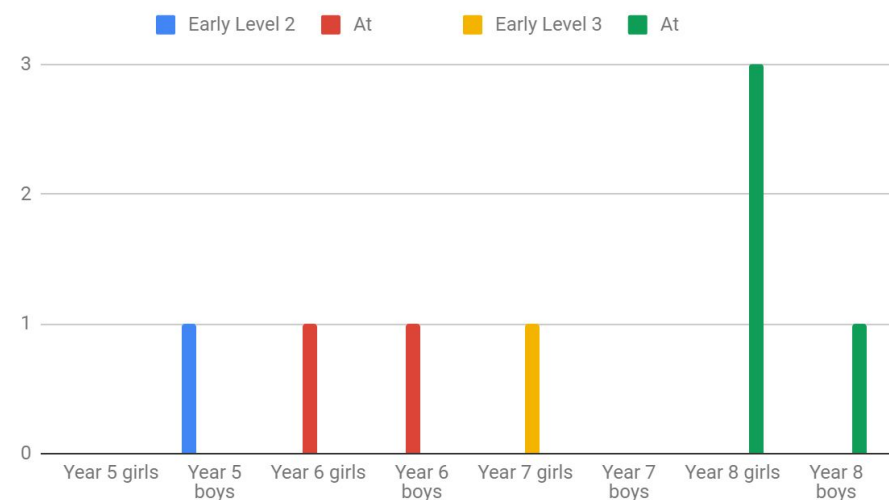
Baseline Data (end of 2018)



Māori & Pasifika (sub-cohort). Due to there only being one Pasifika student, we have combined this data to avoid identification of any students.

| Māori & Pasifika | Early Level 2 | At Level 2 | Early Level 3 | At Level 3 | Early Level 4 |
|------------------|---------------|------------|---------------|------------|---------------|
| Year 5 girls | 0 | | | | |
| Year 5 boys | 1 | | | | |
| Year 6 girls | | 1 | | | |
| Year 6 boys | | 1 | | | |
| Year 7 girls | | | 1 | | |
| Year 7 boys | | | 0 | | |
| Year 8 girls | | | | 3 | |
| Year 8 boys | | | | 1 | |

Māori (n=7) & Pasifika (n=1)



Action Plan:

In 2019 we are in our second year of working on Developing Mathematical Inquiry Communities.

Year 5/6:

As well as participating in DMIC teaching groups, the teachers are also using the following specific strategies to support the acceleration of these target students:

- Targeted SumDog activities - this programme supports the identification of areas of strength and need, and focuses learning on areas of need. Teachers monitor and support this on a weekly level.
- Targeted Group workshops (Thursdays) - Students with particular needs are supported in a targeted weekly teaching workshops
- A number of these students are also getting support from Teaching Assistants during mathematics time

Year 7/8:

As well as participating in DMIC teaching groups, the teachers are also using the following specific strategies to support the acceleration of these target students:

- Maths Whizz - this programme supports the identification of areas of strength and need, and focuses learning on areas of need. Teachers monitor and support this on a weekly level.

- Targeted Group workshops (Thursdays) - Students with particular needs are supported in a targeted weekly teaching workshops
- Small Target Group - some of the target cohort are also in a targeted small teaching group on Mondays.

Target 2: Diverse Learners and Wellbeing

Goal

To improve the wellbeing, and therefore the achievement, of a [cohort](#) of students who have been identified as neurodiverse and not achieving to their potential across the curriculum. The strategies that we are using for this cohort, will be replicable for all our diverse learners, and we are predicting to see improvement for all of our diverse learners through this goal.

Cohort:

Around three Neuro-diverse students from each team have been selected as the target group, based on identification of needs. Some of these students have a diagnosis of Autism Spectrum Disorder (ASD) whilst others have markers but are not formally diagnosed. All have had challenge in accessing and engaging in learning across the curriculum as a result of significant challenges in one or more areas of behaviour, social and emotional regulation and, as a result, are not achieving to their potential.

The students in this cohort are representative of a number of others in the school. They require significantly more support than neuro-typical students in areas of wellbeing (social, emotional and behaviour) which impacts on their ability to learn. Some of these students are well behind in their learning, compared with peers. Others are keeping up with peers yet, we believe, have potential which is not being realised.

Actions

- Introduction across the school of interoception exercises, 2-3 times a day in every learning group - *“Interoception is an internal sensory system in which the internal physical and emotional states of the body are noticed, recognised/identified and responded to. Interoception skills are required for a range of basic and more advanced functions such as knowing when to go to the toilet, being aware that you are becoming angry or upset and being able to manage your emotions proactively. When children and students have not yet developed interoception skills they will struggle with not only their own emotions but with social interactions and even just being around others may be difficult for them to manage.” Goodall, Interoception 101, 2016*
- Consistent use of Visual Timetables across the school (Horizontal versions)
- Professional development for all staff in understanding and responding to students with Autism Spectrum Disorder.
- Use of social stories across the school to prepare and support students with new and unknown experiences
- Work with RTLB to undertake a combined project on this topic. Part of the data collection will involve undertaking a survey through NZCER and our staff will be trained to analyse this data and make links with current research.

Expected Outcomes/Targets

The outcomes for each student will be different - such is the nature of neurodiversity. Across our school we are looking to increase wellbeing for our neurodiverse students. Some of the data we will use to measure this will include decrease stand-downs and increase in attendance. We will also collect data from observations and anecdotes and expect to see decreases in requests to senior staff for behaviour support and increases in friendship success. The outcome target for all students is increased engagement with learning activities, and the result of this should be then able to be seen in improvements in their achievement data in reading, writing and mathematics, although we are not necessarily expecting this to be visible for all students in one year.

Student Data

*NB: *The data, as presented below, is a summary. Due to the nature of this cohort, we have removed gender, ethnicity, stand downs, attendance, engagement with other external agencies, and other markers that might identify individual children. These are summarised under *Other concerns.*

Achievement data below expectation for year level

| ID | Year level | EOY Reading 2018 | EOY Writing 2018 | EOY Maths 2018 | Significant Behaviour Support Needed 2018 | Significant Social/ Emotional Support needed 2018 | RTLB 2018 | *Other concerns |
|-----|------------|------------------|------------------|----------------|---|---|-----------|-----------------|
| 101 | 1 | L3 Red | >1B | 1B | Yes | Yes | | Yes |
| 102 | 1 | (NE) | (NE) | (NE) | (new) | (new) | | Yes |
| 103 | 1 | (NE) | (NE) | (NE) | (new) | (new) | | Yes |
| 104 | 2 | L3 Red | 1B | 1B | Yes | Yes | Yes | Yes |
| 105 | 3 | L16 Orange | 1P | 1P | | | | Yes |
| 106 | 3 | L5 Red | 1B | 1B | Yes | Yes | | Yes |
| 107 | 4 | 2P | 1A | 2B | Yes | Yes | | Yes |
| 108 | 5 | 2P | 1A | 1A | Yes | Yes | Yes | Yes |
| 109 | 5 | L9 Blue | 1P | 2A | Yes | Yes | Yes | Yes |
| 110 | 5 | 3P | 3P | 2A | Yes | Yes | Yes | Yes |
| 111 | 6 | 4P | 3A | 3P | Yes | Yes | Yes | Yes |
| 112 | 6 | 3B | 3B | 2A | Yes | Yes | Yes | Yes |
| 113 | 7 | (new) | (new) | (new) | (new) | (new) | | Yes |
| 114 | 8 | 3A | 3A | 3A | Yes | Yes | | Yes |
| 115 | 8 | 4A | 4P | 4P | Yes | Yes | | Yes |
| 116 | 8 | 4P | 4P | 3P | Yes | Yes | | Yes |

Procedural Section

Consultation Processes and Timelines

Beckenham Te Kura o Pūroto uses a number of formal and informal means of consulting with and seeking feedback from its community. Consultation processes used will depend on the nature of the topic and its urgency. These currently include:

- Monthly PTA meetings
- Parent workshops
- Parent meetings
- Student Learning Conferences
- Whānau Hui
- Fortnightly school newsletter
- Online surveys from school and BOT
- Ad hoc focus groups
- PTA Notice Board communications
- Board Talk – a regular Board sections in the school newsletter
- Special issue/topic surveys; eg: Health Programme Consultation Survey conducted every second year
- Annual reports

Beckenham Te Kura o Pūroto consults with its Māori Community through hui with parents of Māori students, staff and Board representatives and our kaiako te reo Māori, through student progress interviews and through seeking feedback on an annual statement of the position parents of Māori students have taken on the setting of targets, and the frequency of consultation meetings.

Staff surveys are also conducted from time to time, the most recent being the Staff Workplace Survey in October 2011, 2013 & 2018.

Student voice is also gathered using the NZCER “Me and My School” survey, run at the same time. Student voice is collected in a range of other ways throughout the school on a wide variety of topics and issues.

The ‘Wellbeing @ School’ survey (NZCER) was undertaken in 2015 and 2018 and key findings were then used to develop next steps.

Beckenham Te Kura o Pūroto reports to parents on individual student achievement through student learning conferences, written reports and, for some students, Individual Education Plans. Reports on student achievement are provided through the principal's monthly reports and from other special topic reports to the Board.