

Beckenham Te Kura o Pūroto Charter - 2020

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.

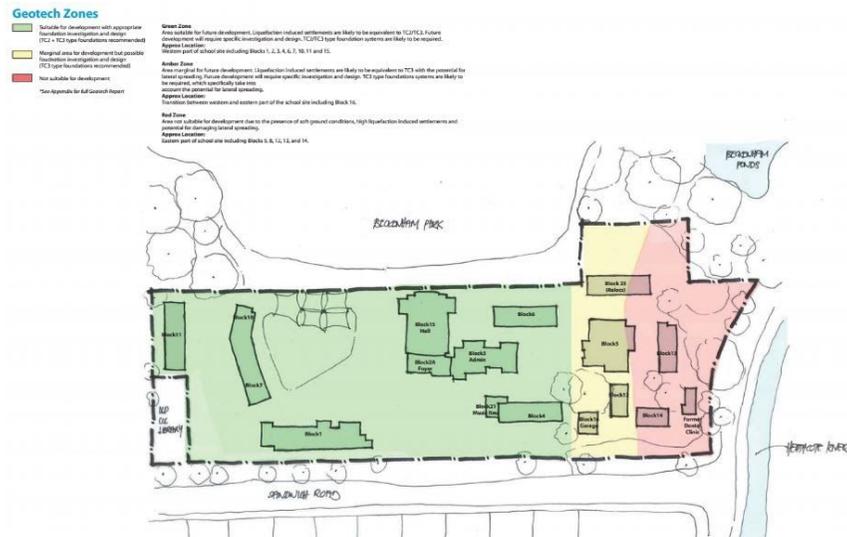
The Board of Trustees was required by the Ministry of Education to adopt an enrolment scheme in 1994, to avoid overcrowding in classrooms. The scheme ensures that children living in the immediate Beckenham area have automatic right of enrolment.

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. However, in 2018 the roll grew to a new high of 492 students and in 2019, started with a new high of 463 students and grew to another new high of 509 students. As a result of this roll growth in the wider schooling network, Beckenham, along with neighbouring schools, is in the process of re-aligning enrolment zones which will result in a smaller zone than we currently have. The time-frame for completion of this process is currently mid-2020.

The school hosts a double attached satellite unit of Ferndale School for ORS funded students with moderate disabilities. This provides a range of very 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, a Principal and two Deputy Principals and an Assistant Principal, 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 has 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 identify as Māori and there is 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 and in 2019 the school began engaging with the Ministry of Education's 'Positive Behaviour 4 Learning School-Wide' programme to further reinforce these beliefs and practices. 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 Raupo 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 will 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 skills at a faster rate and experiencing the fun and benefits 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 this 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, flying a different nations' flag each day, celebrating a different culture in each Celebration Assembly etc), through integrated curriculum 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 to tutor four kapa haka groups and the school's Te Whānau Mahitahi performing group.
3. Incorporating te reo and tikanga Māori practices and protocols in formal school ceremonies.
4. Bilingual signage throughout the school
5. Having regular whole school waiata in addition to team and whole school Celebration Assemblies.
6. Monitoring, analyzing and reporting achievement data of Māori students in key target areas.
7. 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.
8. Strategic Focus on championing Te Reo and Te Ao Māori throughout the school, led by the Board of Trustees and by setting up a Te Ao Māori leadership team in the school from 2018
9. Commitment to all students visiting marae biennially

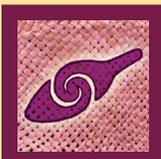


Strategic Plan 2018 - 2020

“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 style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>We love challenge</p> </div> <div style="text-align: center;">  <p>We get there together</p> </div> <div style="text-align: center;">  <p>We love learning</p> </div> </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 focus 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 style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>We Care</p> </div> <div style="text-align: center;">  <p>We get there together</p> </div> <div style="text-align: center;">  <p>We love learning</p> </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 style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>We Care</p> </div> <div style="text-align: center;">  <p>We Get There together</p> </div> <div style="text-align: center;">  <p>We Make a Difference</p> </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><i>Indicators</i></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 style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>We Care</p> </div> <div style="text-align: center;">  <p>We Get There together</p> </div> <div style="text-align: center;">  <p>We Make a Difference</p> </div> </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 Tremendous 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
- 2018/19 Annual Plan
- 2018/19 Annual Plan Review
- 2018/19 Student Achievement Targets
- 2018/19 Student Achievement Data
- Te Mana Raupō Kahui Ako Achievement Challenges and Roadmap (reviewed in 2019)
- Principal's Reports to BOT meetings, 2018/19
- Self review

Annual Plan for Strategic Goals - 2020

Annual Plan 2020 - "Learners at the Centre"			
Strategic Goal	Plans	Resources, Who & When	Expected Outcome (Dec 2020)
Implementation of Digital Technologies Curriculum	Plans will be developed by each team with support from the WST teacher and ICT team	<ul style="list-style-type: none"> (0.5) of WST role applied to this, supported by the Principal ICT/Digi-tech team to lead 	Staff will feel confident and competent to continue teaching the Digi-Tech component of the Tech. curriculum in an integrated way
Assessment for Learning	Thorough review of assessment practices and needs with an initial focus on Literacy and Mathematics. Review use of eTap as a SMS and investigate if we can either use it better/are better options available that are more fit for purpose.	<ul style="list-style-type: none"> To be led by Senior Leadership Team Support from Kahui Ako Evaluative Processes AST as appropriate 	Student progress is more readily supported by appropriate and robust assessment for learning that is used school-wide Student progress and achievement data is readily accessible through better use of the student management system
Further develop 'Learning Through Play' philosophy for all staff	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'	<ul style="list-style-type: none"> Appoint two teachers to share Within School Teacher position Engage with online PLD modules through Longworth Ed 	Documentation of 'Learning Through Play' philosophy and practice All staff from NE - Year 6 will be confident applying the principles of LTP in their planning and teaching
<p>... cont from 2019 - DMIC - Year 3 of PLD</p> <p>Monitoring of target students in Mathematics (Kahui Ako achievement target area)</p>	<p>development of DMIC across the school::</p> <ul style="list-style-type: none"> assessment for learning, in mathematics, 'how do we show both progress and achievement?' mentoring new staff Liaising with DMIC mentors Continue to progress staff understanding and practice <p>Monitoring of this through student achievement data in mathematics, and through monitoring of cohort target groups in mathematics</p>	<ul style="list-style-type: none"> (0.5 of WST) role allocated Year 3 of funded PLD through MOE and Massey university Support from Kahui Ako Maths AST as appropriate <p>DMIC Mathematics team led by Within School teachers and Principal, supporting teachers with practice and assessment</p>	<p>Increased achievement (see student achievement targets) New staff will have been inducted into DMIC by DMIC lead and maths team.</p> <p>2nd year of data collection will show evidence of progress that can be attributed to DMIC, and may identify areas that need further development Relationship with new AST in Maths will have resulted in strong sharing of practice across Kahui Ako and sharing of assessment data and practices</p>
<p>Grow Waitaha and MOE Inclusive Practices Project with Ferndale School</p> <p>Diverse Learners Project with RTLB</p>	<p>Grow Waitaha COP submits proposal to MOE for further funded support for 2020</p> <p>Continue Collaborative project with RTLB from 2018 to develop deeper understandings of needs of children with ASD and other diverse learners.</p>	<p>MOE funded release and support to develop these conversations, discussions and implementation plans</p> <p>Allocation of 0.1 (TBC) equivalent of RTLB resource to continue upskilling BTKOP staff and create sustainability plan</p>	<p>Deeper understanding of shared practices around inclusion between and within Beckenham and Ferndale is shared with other schools and communities as an exemplar.</p> <p>Improved wellbeing outcomes for diverse learners, resulting in improved progress and achievement in learning.</p>

Annual Plan 2020 - "Valuing every individual"

Strategic Goal	Plans	Resources, Who & When	Expected Outcome (Dec 2020)
Continue with PB4L development	Engage with Year 2 of the MOE funded and supported PB4L-SW programme. The plan will largely be led by the MOE programme and enacted, to suit our environment and culture, back in our school	Leadership Unit applied to this, supported by a DP and a PB4L team within the school that includes staff and parents	Refine and embed PB4L school-wide systems/ the seven Essential Features. Use the SET to inform which features require more effort. Translate SW systems into the classroom – making micro-climates of the school.
<p><i>Cont from 2019...</i></p> <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>BOT appoint a new kapa haka tutor</p> <p>Staff are actively encouraged to make personal commitment to upskilling their Te Reo Māori capabilities</p> <p>Te Ao Māori group, with support of BOT iwi rep, develop a plan for 2020</p>	<p>Leadership Unit applied to this, supported by the Principal and BOT Iwi Rep, to lead Te Ao Māori group</p> <p>Individual staff</p> <p>Ta Ao Māori group and Leadership Team</p>	<p>A new kapa haka tutor is appointed and developing ways forward for our kapa haka groups.</p> <p>Individual staff will have increased te reo Māori capability</p> <p>A group of champions will be up and running and will have developed and will have an ongoing cycle of planning.</p>
Recruitment in key teaching positions <i>(new - not on the Strategic plan)</i>	<p>Appoint a new Year 3/4 team leader</p> <p>Make a plan to temporarily fill, then advertise and appoint a new Deputy Principal</p> <p>Appoint a new teacher/tutor for kapa haka</p>	<p>Principal, BOT</p> <p>Principal, BOT</p> <p>Principal, BOT</p>	<p>A new Year 3/4 TL and Deputy Principal will have been appointed</p> <p>The 2020 school Senior Leadership Team will have functioned with full and competent staffing</p> <p>School commitment to kapa haka and tikanga Māori continues to grow</p>
Health & Safety - responding to potential issues and challenges with Coronavirus ⁴ <i>(new - not on the Strategic plan)</i>	<p>Review pandemic plan</p> <p>Take advice from MOE and MOHealth</p> <p>Prepare for learning from home if required</p>	Principal, Senior Leadership and staff, as and when needed	The school community will have worked together for the best possible outcomes for tamariki through this situation.

⁴ As at the end of February 2020, the likelihood of a pandemic being declared is increasing - this could have significant implications on our school plans for 2020 and we will need to be responsive to that changing landscape.

Annual Plan 2020 - "Community Engagement"

Strategic Goal (Implementation/timings)	Plans	Resources, Who & When	Expected Outcome (Dec 2020)
Next steps will come from the consultation process of the previous two years.	Community Engagement re spending of SIP funding announced in 2019	Board and Outdoor Spaces Team	A clear plan for the spending of the SIP funds by the end of 2021 will have been created
<p><i>Cont from 2018 & 2019...</i></p> <p>Develop a planned approach to communication about teaching and learning for whānau, through newsletters, workshops and videos on website</p> <p>Further engagement of whānau through education about teaching and learning via seminars, and workshop sessions</p>	<p>Videos and Slide-shows loaded onto the school website for Community Education.</p> <p>Run a teaching and learning focused parent education event each term</p>	<p>Term 1 onwards</p> <p>DPs & Principal to develop</p>	<p>Continued whānau education around school pedagogy and practice with resources available through multiple sources (including workshops, handouts, website and newsletters)</p> <p>Classes or workshops for our community will be in place</p>
Through the Te Reo and Tikanga Te Ao Māori 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>Explore option for holding culturally relevant and needs based events, (e.g. Matariki event) for our students and wider community (work with others, including Student Council, PTA), (and linked to above goal)</p> <p><i>Links with 2nd goal in 'review of tikanga and Te reo' action plan above (in 'Valuing Every Individual' section)</i></p>	Te Ao Māori group, in relationship with staff, Student Council and PTA	<p>Events and other activities will be in place/have happened</p> <p>Marae visits for all students in 2020</p>

Annual Plan 2020 - "UTILISING THE ENVIRONMENT"

Strategic Goal (Implementation/timings)	Plans	Resources, Who & When	Expected Outcome (Dec 2020)
<p>\$333,333 SIP funding to be spent to improve property (as per MOE announcement 1/12/2019)</p> <p><i>(new Govt policy- not on the Strategic plan)</i></p>	Develop property plans to ensure physical environment provides wide and varied opportunities and support for all learners to engage in learning	BOT and Senior Leadership Team	A coherent plan will be in place for the effective use of the SIP funding.
<p>Work with MOE on plans for 2 new roll-growth learning spaces (as advised in Jul'19)</p> <p><i>(new Govt policy- not on the Strategic plan)</i></p>	Work with MOE, to the time frame they identify	Principal & Board	Will depend on the MOE timeframe as to where this is by the end of the year
<p><i>Cont. from 2018 & 2019...</i></p> <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 Two of the outdoor spaces plan will be completed</p> <p>Stage Three (other areas) will be further developed and begun</p>	<p>Complete developments planned for the 'junior playground and green space'</p> <p>Develop a plan for the area behind the Toy Library and around BOSCO</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>Plan for rest of outdoor spaces will have been developed</p> <p>Actions on elements of plan will be well underway</p>
<p>The cultural narrative will be developed and documented with and for our children, staff, and community.</p>	<p>Further discussion needed with regard to some elements of cultural narrative and relationship to Ngai Tahu to be undertaken with students, staff and whānau</p> <p>Develop a plan and engage support to bring the Beckenham cultural narrative to life and make it accessible to staff, students and wider community</p>	DP/SENCO, staff rep on Property Working Group, and Te Ao Māori group	Cultural narrative will be understood by staff and students and will be beginning to be visible around the school.
<p><i>Explore feasibility and fit for authentic learning and collaboration programmes such as 'Enviroschools' or 'Garden to Table', 'Orchards in Schools'</i></p>	<p><i>Whilst still a goal, not at the top of current priorities. Unable to give sufficient time and energy to this in 2020</i></p>		

Student Achievement Targets 2020

2020 Targets and Action plans (below) have been developed by teams based on the end of year data from 2019.

Mathematics

Team	Number of Target Students	Start of Year Data	Action Plan:	End of Year results	Next steps
Kahikatea Y1-3	Tier 3 - 5	pre Level 1	*SPRING into Maths intervention programme 4x a week *Parent Information afternoon to introduce/demonstrate ways to support children at home (2x a term)		
Kahikatea Y1-3	Tier 2 - 21	Early Level 1	*SPRING into Maths programme 4x a week *Parent Information afternoon to introduce/demonstrate ways to support children at home (2x a term)		
Kahikatea Y1-3	Tier 3- 6	(Y3's) Mid Level 1	*SPRING into Math intervention programme 3x a week *Mad Math Minute 3x a week *Parent Information afternoon to introduce/demonstrate ways to support children at home (2x a term)		
Kōwhai (Y3/4)	Tier 3 - 10	Y3s working below Level 1P Y4s- working below Level 1A	GLOSS or JAM (below L4) , to get a more detailed breakdown of needs - TA support at math's time by taking small groups of students using Numicon and the ALim resources/schemes of learning. Aim to move all students 1 sub level by the end of the term in add/sub. Review progress on W10T1 JAM or GLOSS and Basic Facts assessment.		
Kōwhai (Y3/4)	Tier 2 - 7	Y3s working at mid level 1 Y4s working at Late Level 1	e-ako maths and studyladder to develop number fluency. These will provide the children with direct instruction and progressions to work through. Teachers will monitor student progress weekly and use this to direct and scaffold learning for the following week.		
Pōhutukawa (Y5/6)	Tier 2: 37	All learners are working within Level 2 of the curriculum	PAT Maths on all learners week 4. Use data to analyse areas of greatest need and group accordingly. Rob from DMIC to come and run PD with staff - Rae and Anna to lead this for our hub. As a team we are creating a shared resource to bank all our warm ups and problems to cover all 5 areas of the maths curriculum to ensure a balanced approach (as advised by Rob) Minimum reflection 1 x per term as a team.		
Pōhutukawa (Y5/6)	Tier 3: 4	Working at level 1 or early 2.	GLOSS or JAM - depending on what's appropriate, to get a more detailed breakdown of needs - TA support at math's time (Kerliea) overseen by Anne		
Kauri Y7/8	13	Working between L2P - L3A - need more individualised support	All - Grouped together for problem solving. Specific problems written for the group targeted to be challenging yet accessible. 2 x weekly basic facts practise using extra maths (online basic facts learning tool) 1 student - Daily numicon work with volunteer adult Using videos created by teacher to demonstrate and teach use of Numicon. 3 students: DMIC problem slides shared with home so that children can practise with whānau/tutor		

Writing

Team	Number of Target Students	Start of Year Data	Action Plan:	End of Year results	Next steps
Kahikatea Y1-3	9	Y1/2 working at pre-L 1	* 10 mins daily Phonics Writing Reading (PWR) programme (Amber) *Home Learning tasks weekly		
Kahikatea Y1-3	31	Y2/3s working at L1B	*Fast words daily and essential spelling lists 1-3 with homegroup teacher 3x a week *Home Learning tasks weekly		
Kahikatea Y1-3	9	Y3s working at L1P	* 15 minutes daily essential spelling and CVC word writing. (Jules) * Home Learning tasks weekly		
Kōwhai (Y3/4)	Tier 2 - 14	Y3s- working below Level 1P Y4 - working at L1A	We will run a buddy writing session once a week as an opportunity for children to record their ideas and thinking with guided support from a learning buddy. e-asTTle and Writing Progressions will assess the achievement of students. Writing sample to be collected and analysed W2T1 and W10 T1. Teachers will use this information to identify next steps and groupings.		
Kōwhai (Y3/4)	Tier 3 - 13	Y3s students working Below L1P Y4 students working below L1P	Add spelling programme to include the PWR and including fast words as a component of our writing sessions. Teachers will take small writing groups/workshops to target as risk learners A sensory approach to learning will be used to develop high-frequency words in conjunction with the Early words programme. Essential Spelling tests will be administered W2T1 and W10T1 to monitor and assess progress.		
Pōhutukawa (Y5/6)	Tier 2 - 26	All working in Level 2 of the curriculum - ranging from 2B, 2P, 2A	Anne to run ALL programme with these learners. Goal is to work over two terms (most likely starting term 2 week 1) and provide these learners with a second hit of writing instruction a day. Groupings will be made based upon learning need as opposed to sub-level within the curriculum. Goal is to achieve accelerated learning for these target writers (moving 2 sub-levels of the curriculum) and also to ensure that new strategies and skills learned are transferable into classroom writing practice. The team are looking at our timetable for term 2 to work out how we will achieve a second daily hit 4x a week for each learner. Anne to talk to Sandy about ALL funding.		
Pōhutukawa (Y5/6)	Tier 3 - 5	Working within level 1 or early level 2	Individualised approach by home group teacher - focus on sparking interest in writing (e.g. science badges), learner to choose own writing topic if driven to do so. Provision of supports to allow some development of independence at writing time to include Book Creator, Clicker, Talk to text support through docs. RTLit Caroline to support these teachers with their learners.		
Kauri Y7/8	Tier 3: 6 Tier 2: 22	Tier 3: working within level 2 Tier 2: working within level 3	Scaffolding provided to support with hub writing tasks - small group in breakout supported by teacher Foci for modelling in small group identified by homegroup teachers during writing feedback Areas identified so far: - generating ideas for writing, and what to do when stuck - fluently writing grammatically correct sentences - consistent use of punctuation		
Kauri Y7/8	15	Spelling support required	Targetted spelling group. Pseudo word test identified instruction needed in spelling rules, long vowels and consonant digraph patterns. Use of Spelling Under Scrutiny resource to target these areas and revisit previous learning regularly.		

Reading

Team	Number of Target Students	Start of Year Data	Action Plan:	End of Year results	Next steps
Kahikatea Y1-3	Tier 2: 26	Y2 - 20 at L1B Y3 - 6 at L1P	ESOL program (where appropriate) explicit teaching of language structures (listening and speaking) 3x week Buddy reading with a peer/adult for reading mileage daily		
Kahikatea Y1-3	Tier 3: 3	Y2 - 1 at pre-L1 Y3 - 2 at L1B	Buddy reading with a peer/adult for reading mileage daily PRW program daily		
Kōwhai (Y3/4)	Tier 2: 18	Y3s- Working below L1P Y4s - Working below L1A	We will run an integrated approach to teaching reading/writing and spelling through the implementation of the Alternative 20 min PWR programme (RTLit) Children will have had a pre-assessment of alphabet and phonetic knowledge W3T1 and this will be reassessed in W10 T1 to monitor progress and achievement. Students to be grouped according to their phonological knowledge NOT reading level.		
Kōwhai (Y3/4)	Tier 3: 12	Y3s Working below L1B Y4s - Working Below L 1P	Teaching Assistant to develop and extend sight word knowledge for 16 students through the daily teaching of Early Words This will be taken in a 1:1 situation with teaching assistant and teacher. Children assessed W2 T1 and re-assessment W9T1 to identify progress. If successful, programme to continue into Term 2. Otherwise, develop a new strategy		
Pōhutukawa (Y5/6)	Tier 2: 15	Late or mid-level 2 of the curriculum	Decoding focus: Seven Plus. We have formed a group of 8 and a group of 7. These learners are to receive a 25-30 minute Seven Plus lesson daily, 4x per week. First step in W4 T1 is to BURT test all of these learners to ensure their suitability for this programme. Progress to be reviewed after 5 weeks of running the programme and again at 10 weeks - this is designed to be a ten-week programme but we have the flexibility to continue it for longer if our review indicates that it is necessary.		
Pōhutukawa (Y5/6)	Tier 3: 8	1 learner has a specific ILP. The remaining learners range from level 18 to 21 Late L1 - early L2.	Two groups - these learners will receive daily reading instruction with a teacher. In alternate weeks - looking at Rainbow Reading or STEPS programmes to supplement progress. Phonological awareness testing will be carried out (as well as BURT to check if any of these learners are better suited to Seven Plus). Phonological instruction will be included as a part of their reading programme as indicated by assessment results (currently considering Sunshine Online and Yolanda Sorrel explicit instruction). Programme and progress to be reviewed Wk10 T1. Assessment to be used to monitor progress - phonological awareness testing, RR or PROBE as necessary - minimum 1x per term. Teacher working with these learners to be supported by RTLit Caroline.		
Kauri Y7/8	12	Need support with decoding strategies	(Nicky's Group) Term 1 / 2 focus on seven plus and STEPS / reading novels with audio. 15 mins with each group three times a week 2 students also getting weekly reading with a volunteer from browsing box. Based on RR results regroup targets with a focus on comprehension strategies in term 2/3. Make use of Into Inference.		
Kauri Y7/8	16	More focus required on developing comprehension	Children are in with a mixed ability group. Focus is on identifying different language features from within a variety of text types and identifying the effect that it has on the reader. Children will gain the benefit from hearing the ideas of the rest of the group. After whole group teaching, main group is sent off to work independently while the target group stays with the teacher and work through the task together. Based on RR results regroup targets with a focus on comprehension strategies in term 2/3. Make use of Into Inference.		

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.