

# ***Beckenham Te Kura o Pūroto***

## ***Charter - 2021***

3291



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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





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 two distinct names, one in English and one in te reo Māori name, the suggestion was made to Ngai Tahu

relocatable 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,



that we 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, 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, went through a zoning re-aligning process in 2020, resulting in the zone being shrunk. The new zone came into effect on 1 January 2021. This year, school started with a roll of 460 students.

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 21 classroom teachers, a Principal, two Deputy Principals and an Assistant Principal, three administration staff, a part-time librarian, a caretaker, and several part-time staff including part-time teacher and Teaching Assistants (TAs). A Kaiako te reo Māori is contracted to deliver Kapa Haka tuition to our tamariki. 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 Raupe Kāhui 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 part of the lens through which we view student progress and achievement.

The school has a very strong reputation for being inclusive and of providing excellent support to learners with a diverse range of strengths and needs.



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 travel by 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 five 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 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 – 1 hub of four teachers.

**Team Kōwhai** – Year 3/4 - 1 hub of five teachers

**Team Pōhutukawa** – Year 5/6 – 1 hub of four 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><b>Arohaina te tāngata me te taiao</b></p> <p><i>We care about people and the environment they live in which is inclusive of community.</i></p>	<p><b>Mā tātou katoa te waka e hoe</b></p> <p><i>We are all rowing this waka together.</i></p>	<p><b>He taonga te ako</b></p> <p><i>The treasure is learning</i></p>	<p><b>Nau mai te wero</b></p> <p><i>Bring on the challenge</i></p>	<p><b>Nā mātou he rerekē te ao</b></p> <p><i>The world is different because of us</i></p>
<ul style="list-style-type: none"> <li>• We respect others and our environment.</li> <li>• We include everyone.</li> <li>• We have empathy for others.</li> <li>• We can be trusted to do the right thing</li> </ul>	<ul style="list-style-type: none"> <li>• We help each other to learn.</li> <li>• We communicate to understand one-another.</li> <li>• We communicate to find the way forward.</li> <li>• We value our differences</li> <li>• We work together so we all can be successful.</li> </ul>	<ul style="list-style-type: none"> <li>• We are passionate learners.</li> <li>• We are creative learners.</li> <li>• We are curious learners.</li> <li>• We know what we need to learn and how to get there.</li> </ul>	<ul style="list-style-type: none"> <li>• We are determined, resilient and never give up.</li> <li>• We persevere.</li> <li>• We aim to be a better version of ourselves every day.</li> </ul>	<ul style="list-style-type: none"> <li>• We contribute to our community.</li> <li>• We take action to make the world a better place, now and into the future.</li> <li>• We look for solutions.</li> </ul>
				

## 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



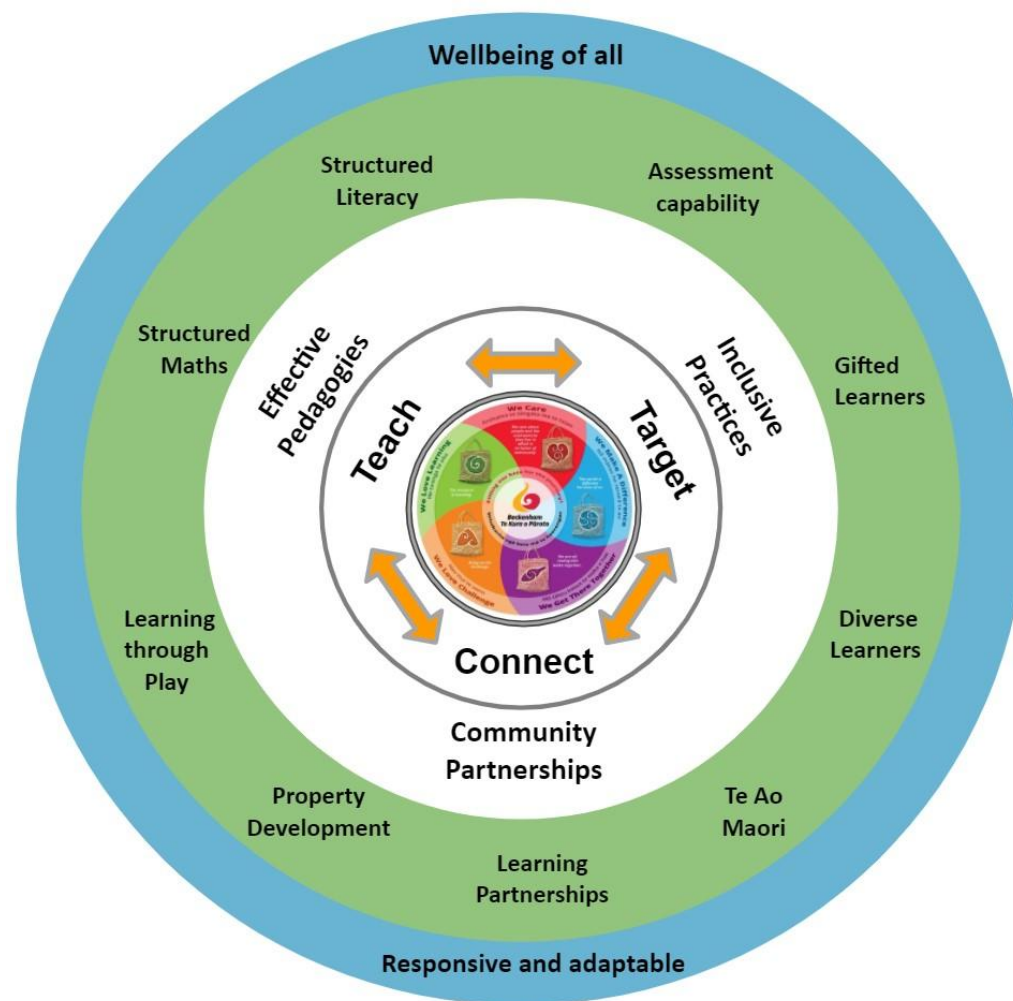
# Beckenham Te Kura o Pūroto: Strategic Plan 2021-2023

At the heart of our strategic plan are our values and our commitment to improve learning for all our ākonga (learners).

At Beckenham Te Kura o Pūroto we will continue to strengthen our capacity to **teach**, **target** and **connect** our tamariki with the knowledge, values and competencies to 'fill their kete for the journey'.

This plan is wrapped with the cloak of 'wellbeing for all' and the understanding that it will need to be both responsive and adaptive to the unknown over the next three years.

<b>Effective Pedagogies</b>	<p>Ākonga gaining personal success in literacy and numeracy through effective teaching and learning.</p> <p>Kaiako (teachers) using evidence based practices to further develop our capacity to value, teach and measure learning successes.</p>
<b>Inclusive Practices</b>	<p>All ākonga able to access learning opportunities that meet their individual needs, and value the strengths, aspirations and culture they and their whānau (family) bring.</p> <p>Assessment capable ākonga and kaiako who are able to clearly demonstrate where learning needs and strengths are, develop clear pathways, next steps and indicators of success.</p>
<b>Community Partnerships</b>	<p>Ensuring active partnerships within our kura (school), our community and the wider education and learning community, for the benefit of our tamariki (children).</p> <p>Our physical environment will continue to be developed to meet the growing and diverse needs of our tamariki.</p> <p>Te Āo Māori is visible across our kura in every way we operate.</p>



[The Statement of National Education and Learning Priorities \(NELP\) Nov.2020](#)





# 1. Effective Pedagogies

Ākonga gaining personal success in literacy and numeracy through effective teaching and learning.

Kaiako using evidence based practices to further develop our capacity to value, teach and measure learning successes.

## Priority Area

### 1.1 Structured Literacy

Provide staff with professional learning around the science of reading and how this is transferred into enacted teaching, assessment tools and learning practices.

### 1.2 Structured Maths

Professionally upskill staff to develop lesson routines, problem solving activities, and use of assessment tools to support targeted and appropriate mathematics interventions for all ākonga

### 1.3 Learning through Play / Passion-based Learning

Upskilling of staff to understand and integrate learning through play practices to complement and optimise structured literacy and maths

## Indicators of Success 2023

- annual achievement data will demonstrate incremental growth each year in reading and writing outcomes.
- all kaiako able to effectively design learning programmes and teach using the structured literacy (Science of Reading theory) approach.

- annual achievement data will demonstrate incremental growth each year in mathematics and numeracy stage outcomes
- The BTKOP mathematical practices of inquiry and explicit teaching will be consistently used by all kaiako across learning hubs

- The local curriculum will support kaiako to use a play/passion-based approach to learning design and implementation.
- all ākonga will have agency, and therefore increased engagement, in their learning



## 2. Inclusive Practices

All ākonga able to access learning opportunities that meet their individual needs, and value the strengths, aspirations and culture they and their whānau bring.

Assessment capable ākonga and kaiako who are able to clearly demonstrate where learning needs and strengths are, develop clear pathways, next steps and indicators of success.

### Priority Area

### Indicators of Success 2023

#### 2.1 Assessment Capable Staff

Kaiako will know how to foster and build a learning-focused relationship with ākonga by embedding 'assessment for learning' practices into their teaching and becoming assessment literate

- Kaiako will consistently select and use appropriate assessment tools and methods to support their knowledge of the learning needs of each ākonga and plan for their next learning steps.
- HERO will be embedded and used to share ākonga learning and achievement with whānau

#### 2.2 Assessment Capable Ākonga

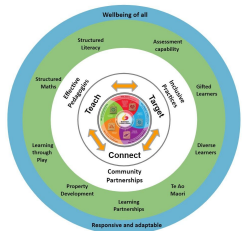
Ākonga will communicate what they are learning; how and why they are going to learn it; and how they will know when they have been successful in both knowledge and key capabilities.

- Ākonga will have a digital learning record (HERO) that both records and gives evidence of their learning journey and includes growth in key skills, passions and competencies
- As a result of kaiako using the PB4L framework for explicit teaching of BTKOP values and key competencies, ākonga will be able to confidently use this framework to self-assess their progress.

#### 2.3 Diverse incl Gifted Ākonga

All ākonga will be supported to gain personal success in all areas of learning and curriculum. Ākonga identified with particular needs, be they needing support or stretching, will be supported with appropriate planning and interventions to reach their potential.

- Planning will show that gifted ākonga are being identified, planned for and catered for within the hub programmes, using identified key strategies.
- Planning will clearly identify and demonstrate specific differentiation for our diverse ākonga utilising Beckenham strategies, professional learning, and our knowledge of a 'whole child', strengths-based approach.



## 3. Community Partnerships

Ensuring active partnerships within our kura, our community and the wider education and learning community, for the benefit of our tamariki.

Our physical environment will continue to be developed to meet the growing and diverse needs of our tamariki.

Te Āo Māori is visible across our kura in every way we operate.

### Priority Area

#### 3.1 Te Ao Maori

We will prioritise and commit to upholding the principles of the Treaty of Waitangi through all of our actions. We will meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our kura\*.

#### 3.2 Property Development

to provide an environment that ensures learning and emotional, social and physical wellbeing of tamariki who enroll in the kura.

#### 3.3 Learning Partnerships

Continue to strengthen reciprocal relationships, within our communities, to support staff, tamariki and whanau and Kāhui Ako.

### Indicators of Success 2023

- All staff will demonstrate increased understanding and skill in the use of te reo Māori and will be able to measure their progress and success each year.
- Māori whānau and community will have contributed on how best to include tikanga Māori in values, teaching and learning practices and organisational culture
- Building infrastructure will be fit-for-purpose and meet the needs of our roll
- The physical environment will provide appropriate play and learning stimulation for the needs of all our ākonga
- Whānau will receive timely and regular communications about teaching and learning curriculum foci
- Specific opportunities will have been provided for whānau to participate in, engage with and contribute to the learning of their tamariki.

\*NELP priority 5 (Nov 2020)



# Annual Plan for Strategic Goals - 2021

## Annual Plan 2021 - "Effective Pedagogies"

Ākonga gaining personal success in literacy and numeracy through effective teaching and learning.

Kaiako (teachers) using evidence based practices to further develop our capacity to value, teach and measure learning successes.

Strategic Goal	Plans	Resources, Who & When	Expected Outcome (Dec 2021)
<b>1.1 Structured Literacy</b> Provide staff with professional learning around the science of reading and how this is transferred into enacted teaching, assessment tools and learning practices.	<ul style="list-style-type: none"> <li>Establish the 'big picture' of literacy instruction at BKTOP</li> <li>Shared understanding of the implementation of a schoolwide Structured Literacy approach</li> <li>Implementation of a school-wide spelling approach "The Code",</li> <li>Explicitly strengthening structured literacy teaching approaches across our literacy lessons</li> <li>Schoolwide implementation of new literacy assessments, entering data into HERO and using assessments to inform instruction</li> <li>Work with Kāhui Ako Literacy lead (once appointed) to maximise learning connections in literacy teaching and learning across the Kāhui Ako</li> </ul>	<ul style="list-style-type: none"> <li>Kāhui Ako Within School Teacher role allocated to Literacy Leadership, supported by two DPs</li> <li>Significant PLD for all staff throughout the year in structured literacy</li> <li>Significant purchasing of new resources to support this plan</li> </ul>	<ul style="list-style-type: none"> <li>Achievement data will demonstrate incremental growth in reading and writing outcomes</li> <li>Kaiako increasingly design effective learning programmes using the structure literacy approach</li> <li>Kaiako increasingly confident to teach using the structured literacy approach</li> </ul>
<b>1.2 Structured Maths</b> Professionally upskill staff to develop lesson routines, problem solving activities, and use of assessment tools to support targeted and appropriate mathematics interventions for all ākonga	<ul style="list-style-type: none"> <li>Establish the 'big picture' of mathematics instruction at BTKOP.</li> <li>Use evidence based research to explicitly strengthen structured maths teaching approaches across our maths lessons</li> <li>Schoolwide implementation of maths assessments, entering data into HERO and using assessments to inform instruction</li> <li>Work with Kāhui Ako Mathematics lead (once appointed) to maximise learning connections in mathematics teaching and learning across the Kāhui Ako</li> </ul>	<ul style="list-style-type: none"> <li>Kāhui Ako Within School Teacher role allocated to Mathematics Leadership, supported by Principal</li> <li>Significant PLD for all staff throughout the year in structured maths</li> <li>Significant purchasing of new resources to support this plan</li> </ul>	<ul style="list-style-type: none"> <li>Achievement data will demonstrate incremental growth in maths</li> <li>Kaiako increasingly design effective learning programmes using the structure maths approach</li> <li>Kaiako increasingly in explicit teaching of maths</li> <li>Kaiako increasingly in teaching using mathematical practices of inquiry</li> </ul>
<b>1.3 Learning through Play / Passion-based Learning</b> Upskilling of staff to understand and integrate learning through play practices to complement and optimise structured literacy and maths	<ul style="list-style-type: none"> <li>Continue to embed and maintain practices developed - otherwise not a major focus for 2021</li> </ul>	<ul style="list-style-type: none"> <li>Within teams to maintain practice</li> </ul>	<ul style="list-style-type: none"> <li>New staff understand the rationale and can implement approaches currently being used</li> </ul>

## Annual Plan 2021 - "Inclusive Practices"

All ākonga able to access learning opportunities that meet their individual needs, and value the strengths, aspirations and culture they and their whānau (family) bring.

Assessment capable ākonga and kaiako who are able to clearly demonstrate where learning needs and strengths are, develop clear pathways, next steps and indicators of success.

Strategic Goal	Plans	Resources, Who & When	Expected Outcome (Dec 2021)
<b>2.1 Assessment Capable Staff</b> Kaiako will know how to foster and build a learning-focused relationship with ākonga by embedding 'assessment for learning' practices into their teaching and becoming assessment literate	<ul style="list-style-type: none"> <li>Identify assessment tools to be utilised school wide</li> <li>Data collation and analysis to inform teaching programmes</li> <li>Collate and monitor data, with a strong focus on Literacy and Numeracy</li> <li>Implementation and upskilling of staff with a new Student Management System - HERO</li> </ul>	<ul style="list-style-type: none"> <li>Principal, Leadership Team and HERO team to lead</li> <li>HERO system purchased January 2021</li> <li>HERO PD - ongoing 2021</li> <li>Assessment tools confirmed (Term 1 2021) - Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Staff use HERO to collate, analyse and report on student data in Literacy and Numeracy</li> <li>Staff use assessment analysis to inform teaching and learning programmes</li> </ul>
<b>2.2 Assessment Capable Ākonga</b> Ākonga will communicate what they are learning; how and why they are going to learn it; and how they will know when they have been successful in both knowledge and key capabilities.	<ul style="list-style-type: none"> <li>Students begin to use a digital learning record (HERO) as evidence of their achievements and next steps</li> <li>Students can talk about their progress across the curriculum, including in their use of the school values and Key Competencies and in the development of their mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>HERO team will lead student access to HERO</li> <li>Leadership Team to lead continued development of learning conversations with students</li> </ul>	<ul style="list-style-type: none"> <li>Students can talk about their learning journey and their next steps in numeracy and literacy</li> <li>Students can share some evidence of learning through HERO, and talk to it</li> </ul>
<b>2.3 Diverse incl Gifted Ākonga</b> All ākonga will be supported to gain personal success in all areas of learning and curriculum. Ākonga identified with particular needs, be they needing support or stretching, will be supported with appropriate planning and interventions to reach their potential.	<ul style="list-style-type: none"> <li>Support teachers with identification of gifted learners</li> <li>Support individual teachers and teams, and with PLD as required, to create learning programmes that meet the needs of gifted learners</li> <li>Develop a scope of PLD for 2022 for staff</li> </ul>	<ul style="list-style-type: none"> <li>SENCO to work with staff throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Individual students will have received appropriate and supported teaching</li> <li>A plan for 2022 PLD will be ready to action</li> </ul>

## Annual Plan 2021 - "Community Partnerships"

Ensuring active partnerships within our kura (school), our community and the wider education and learning community, for the benefit of our tamariki (children). Our physical environment will continue to be developed to meet the growing and diverse needs of our tamariki. Te Ao Māori is visible across our kura in every way we operate.

Strategic Goal (Implementation/timings)	Plans	Resources, Who & When	Expected Outcome (Dec 2021)
<b>3.1 Te Ao Maori</b> We will prioritise and commit to upholding the principles of the Treaty of Waitangi through all of our actions. We will meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our kura*.	<ul style="list-style-type: none"> <li>All staff will identify an area of te reo Māori development as a goal to develop during the year.</li> <li>Te Ao Māori team will liaise with Ngāi Tahu iwi rep on Board and plan whānau rōpū hui to engage Māori whānau with developing practices and tikanga.</li> <li>Kapa Haka with a new tutor (from 2020) will be further embedded and opportunities for development looked for</li> <li>Engagement, through the Kāhui Ako, with Mātauraka Maahanui (Ngāi Tahu) in improving our Indicators of Success</li> </ul>	<ul style="list-style-type: none"> <li>Leadership unit applied to the development of Te Ao Māori across the school</li> <li>Te Ao Māori leaders will bring the Te Ao Māori team together termly to plan actions</li> <li>At least two whānau Rōpū hui to be planned each year</li> <li>Principal and Kapa haka tutor to explore opportunities for new opportunities to perform and include as many learners as are keen</li> <li>Engagement with Mātauraka Maahanui from Term 3</li> </ul>	<ul style="list-style-type: none"> <li>All staff will demonstrate increased understanding and skill in the use of te reo Māori and will be able to share their progress and success.</li> <li>Māori whānau and community will have contributed on how best to include tikanga Māori in values, teaching and learning practices and organisational culture</li> <li>Kapa Haka is supported and embedded across the school</li> <li>Engagement with Mātauraka Maahanui will be underway</li> </ul>
<b>3.2 Property Development</b> to provide an environment that ensures learning and emotional, social and physical wellbeing of tamariki who enroll in the kura.	<ul style="list-style-type: none"> <li>Supporting the MOE to complete the building of two NE learning spaces in a timely fashion, ready for occupancy from the start of T3</li> <li>Outdoor Spaces Team to revisit and create a long-term plan of both major and minor developments, to support enhanced learning.</li> <li>Outdoor Spaces team to propose to the board the spending of SIPS funding to support this plan</li> </ul>	<ul style="list-style-type: none"> <li>Principal and BoT working with MOE to support building programme</li> <li>Outdoor Spaces (OS) Leader to convene team in T1 and begin design of plan</li> <li>Plan to come to BOT to approve expenditure of SIPS funding on Outdoor Spaces as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Two new learning spaces completed and NE hub relocated to Hangere (new) and Kōmanawa buildings</li> <li>Further areas for OS development identified and begun utilising SIPS funding</li> <li>Funding neutral areas for development and engagement by staff and students (e.g. ESOL groups) being used.</li> </ul>
<b>3.3 Learning Partnerships</b> Continue to strengthen reciprocal relationships, within our communities, to support staff, tamariki and whanau and Kāhui Ako.	<ul style="list-style-type: none"> <li>Work with our Ferndale colleagues to ensure the ongoing development of our partnership and together, lobby the MOE to recognise the value of Satellite-Host school partnerships and fund them accordingly</li> <li>Collaborate with Mana Ake to provide Parent Education forums</li> <li>Leadership unit holders develop a whānau education focus, particularly with regard to numeracy, literacy and student wellbeing</li> <li>Kāhui Ako Assessment Lead supports staff</li> </ul>	<ul style="list-style-type: none"> <li>Ferndale Partnership Team - meeting twice a term</li> <li>SENCO liaises with Mana Ake fortnightly</li> <li>Leadership Unit holders and Senior Leadership Team develop whānau education opportunities</li> <li>Principal sits on the Kāhui Ako Stewardship Team</li> <li>Assessment Team to engage with Kāhui Ako Assessment Lead</li> </ul>	<ul style="list-style-type: none"> <li>Progress has been made with the MOE funding of Satellite/Host Schools</li> <li>Parent Education opportunities have been made available to our whānau</li> <li>Kāhui Ako support will have strengthened our used of assessment tools</li> </ul>



# Student Achievement Targets 2021

## 2021 Maths Student Achievement Targets

**Target group:** Year 4-8 students (Y4 n=58, Y5 n=58, Y6 n=58, Y7 n=62, Y8 n=53)

The data being used to inform this target is e-asTTle Mathematics data. Initial data was collected in March 2021, and end of year data will be collected in November.

We are very aware that an e-asTTle test is only one small measure of what a child can achieve. It is much a test of reading and interpretation of the wording of the problem and also IT skills. It is an online test and there are therefore no workings visible for consideration.

Notes: Some children had a reader to help them.

### Wonderings:

- Year 4 students (n=58) haven't ever sat an e-asTTle before - this could have impacted on their results?
- Year 7/8 students who find maths difficult switch off and struggle to engage with an assessment of this nature, and this is also a test of their executive functioning.
- How did engaging in a timed test affect the children's ability to sit the test and their achievement levels?

Overall Level	4	5	6	7	8	Grand Total
1	36%	3%	2%	2%	2%	9%
2i	26%	16%	9%	8%	2%	12%
2ii	22%	22%	17%	5%	8%	15%
2iii	5%	21%	21%	11%	11%	14%
3i	2%	5%	10%	8%	8%	7%
3ii	3%	14%	12%	24%	13%	13%
3iii		12%	16%	11%	8%	9%
4i		3%	7%	15%	13%	8%
4ii			2%	3%	4%	2%
4iii			2%	3%	11%	3%
5i		2%	2%		6%	2%
5ii		2%		6%	9%	3%
5iii				2%	6%	1%

DNS	5%		2%	2%		2%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*DNS - Did not sit

#### Colour coding:

White: where we would expect to see children achieving **by the end** of the year for their year level.

Orange: not yet achieving at typical expectation **by the end** of that year level.

Green: Above where we would expect to see children achieving **by the end** of the year level

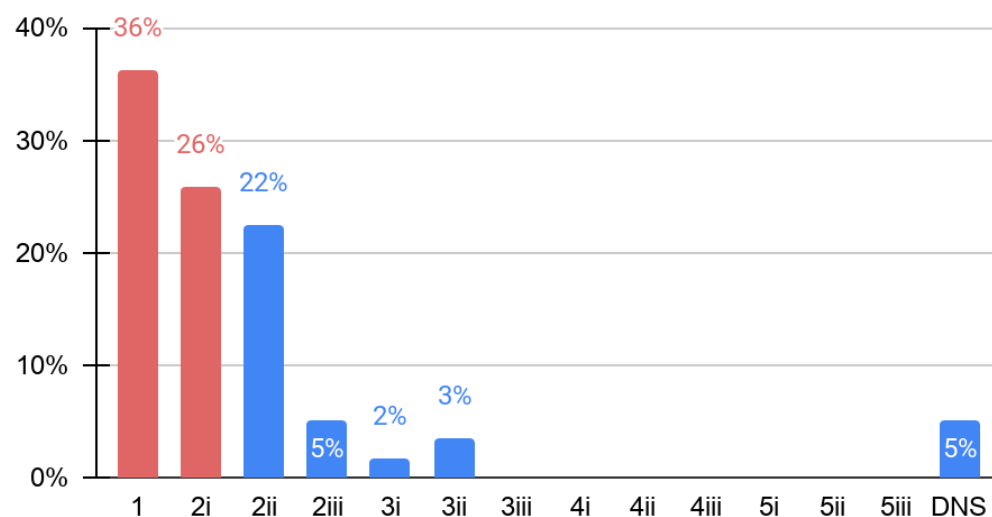
#### General Target:

We want to lift the maths achievement (as measured by the easTTle) across each year level cohort from Years 4-8, by 2 sub-levels.

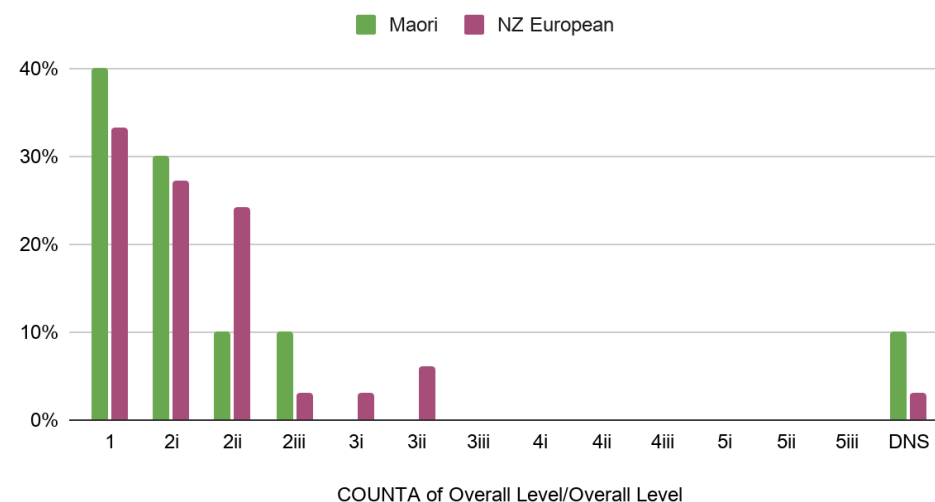
We have identified our Māori students as a subset, and note that their achievement in each year group is lower than their NZE peers. Particular focus will be placed on lifting their achievement.

At the end of the year, we will look at the results of each year group, and of the Māori student subsets.

### Year 4 eASttle Maths, March 2021



### Year 4: Māori and NZ European



Māori (n=10), NZ European (n=43)

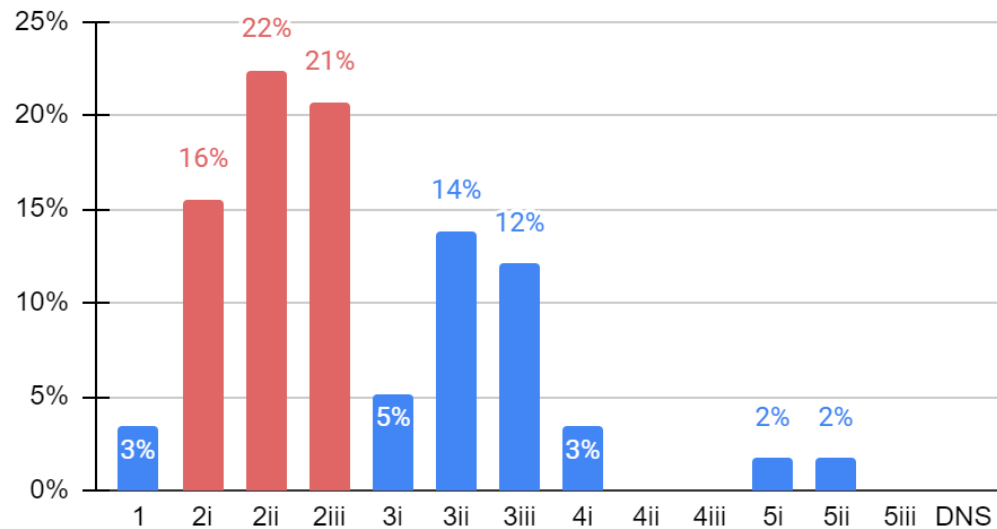
#### Year 4 Target

Total Year 4 cohort = 58 students

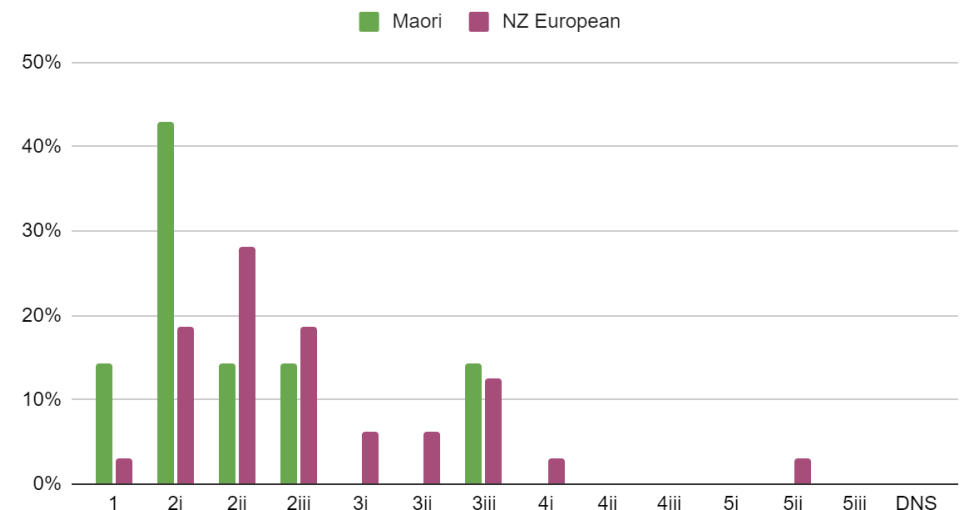
Students currently at Level 1 and Level 2i (n=need to be working towards being at Level 2ii by the end of the year.

This will involve 62% (n=36) of the Year 4 students.

## Year 5 eAstle Maths, March 2021



## Year 5: Māori and NZ European



Māori (n=7), NZ European (n=32)

## Year 5 Target

Total Year 5 cohort = 58 students

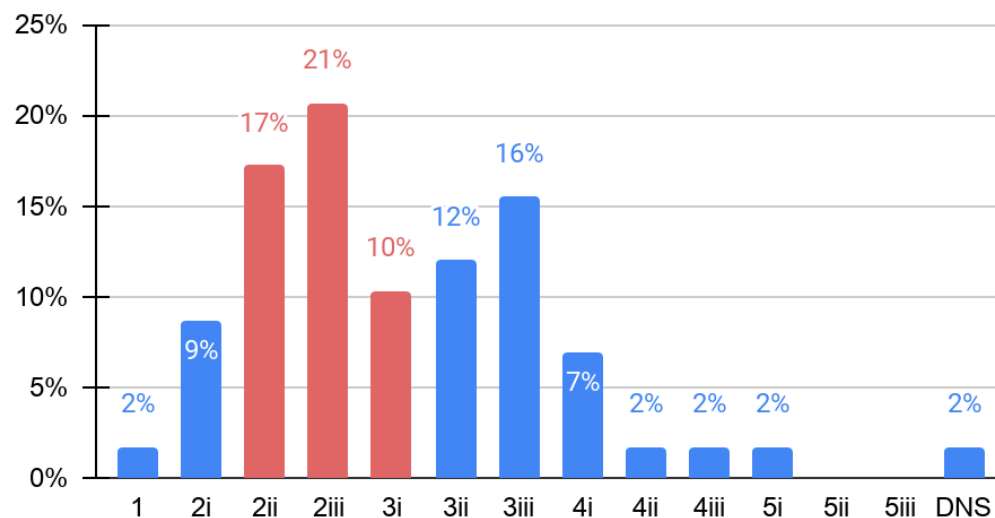
Students currently at Level 2 need to be working towards being at Level 3i by the end of the year.

This will involve 59% (n=34) of the Year 5 students.

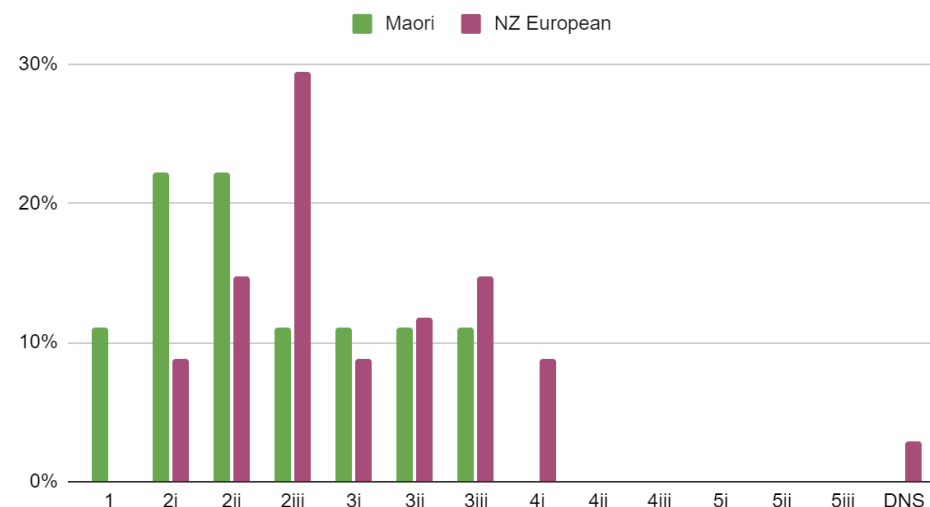
Students at Level 1 (n=2) already have specific, targeted learning support.



## Year 6 eAsttle Maths, March 2021



## Year 6: Māori and NZ European



Māori (n=9), NZ European (n=34)

### Year 6 Target

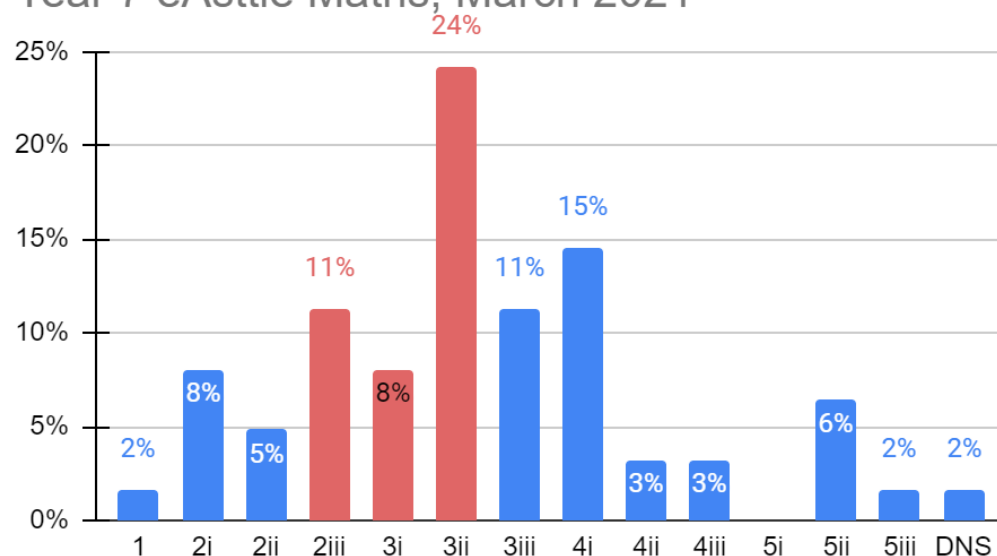
Total Year 6 cohort = 58 students

Students currently at Mid-Late Level 2 and Early Level 3 need to be working towards being at Mid to Late Level 3 by the end of the year.

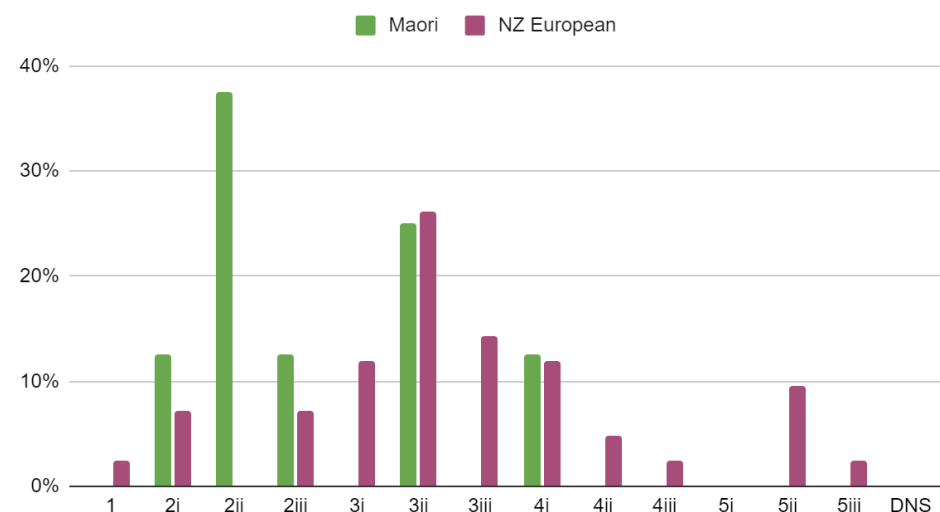
This will involve 48% (n=28) of the Year 6 students.

Students at Level 2i (n=6) and below already have specific, targeted learning support.

## Year 7 eAsttle Maths, March 2021



## Year 7: Māori and NZ European



Māori (n=8), NZ European (n=42)

### Year 7 Target

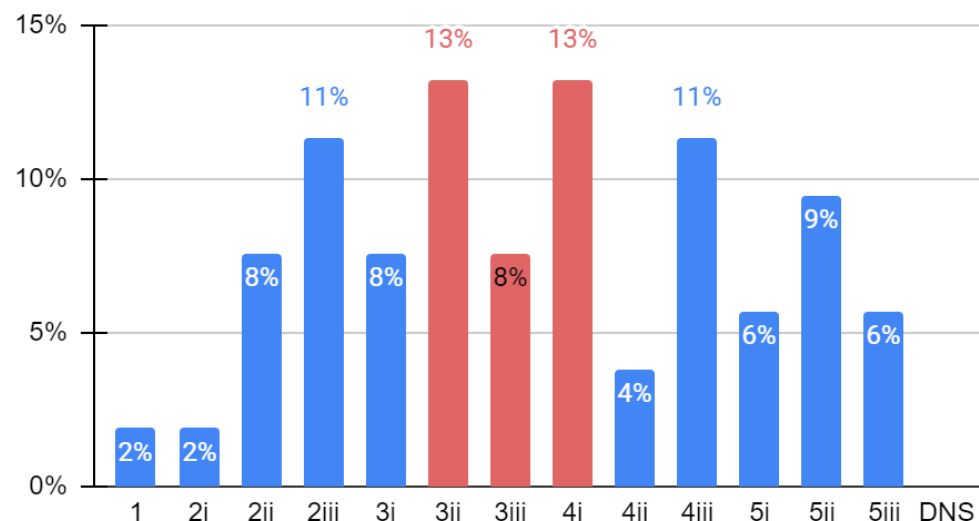
Total Year 7 cohort = 62 students

Students currently at Late Level 2 and Early to Mid Level 3 need to be working towards being at Late Level 3 to Early Level 4 by the end of the year.

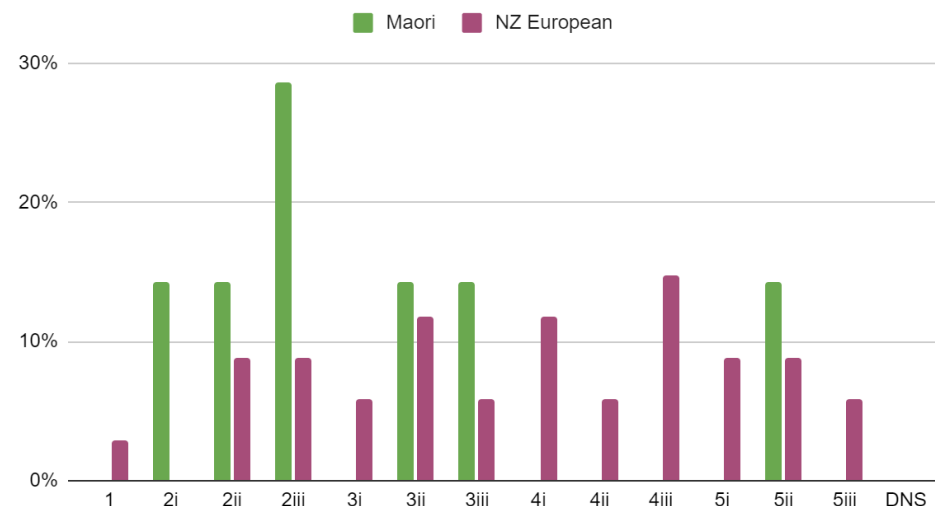
This will involve 43% (n=27) of the Year 7 students.

Students at Level 2ii (n=9) and below already have specific, targeted learning support.

## Year 8 eAstle Maths, March 2021



## Year 8: Māori and NZ European



Māori (n=7), NZ European (n=34)

### Year 8 Target

Total Year 8 cohort = 53 students

Students currently at Mid to Late Level 3 and Early Level 4 need to be working towards being at Mid to Late Level 4 by the end of the year.

This will involve 34% (n=18) of the Year 8 students.

Students at Level 3i (n=16) and below already have specific, targeted learning support.

DNS: **Five students** did not sit the assessment due to being on ILPs that focus on areas of overall school engagement and attendance.

### Actions planned to achieve the targets:

- Each team will write specific action plans to support these targets.
- The Within School Teacher (Mathematics) will support teams with development of action plans.
- Specific Mathematics Professional Development for staff will be built into the PLD plan for the year.

### Resources:

A significant financial resource has been invested in purchasing new mathematics equipment across the school to replenish and update team resources.

A Kahui Ako Within School Teacher position has been applied to mathematics and this teacher will be supporting teams with this work.

An independent maths advisor will work with the Within School Teacher to support and build capacity within our staff.

## **2021 Literacy Student Achievement Targets**

**Target group:** Year 1-3 students

The data being used to inform this target are the Structured Literacy Groups, created in March 2021 from a variety of data sources (see below).

This is a new way of measuring literacy progress and is our baseline data.

2021 is the first year of the programme being implemented across the school. We are aware that children found this assessment new and different to what they have seen and experienced before, particularly in Years 2 & 3.

The majority of students are being taught using the Structured Literacy approach for the first time.

### **Areas of focus**

Explicit literacy teaching using the Structured Literacy Approach based on the Science of Reading. Assessments will be plotted on heat graphs and used for planning across hubs.

- Year 0 - 4 students are assessed using a Phonological Awareness, Phoneme and Grapheme, Word Reading (decoding) and Spelling (encoding) check.
- Most Years 5 - 6 students are assessed using Phonological Awareness, Phoneme and Grapheme, Word Reading (decoding) and Spelling (encoding) check.
- Year 7 - 8 tier 3 and tier 2 students checked using Phonological Awareness, Phoneme and Grapheme, Word Reading (decoding) and Spelling (encoding) check.

Programmes use the scope and sequence in the Little Learners Love Literacy books sets for planning, teaching and learning programmes.

### **Wonderings:**

- Year 1 students have been at school for different amounts of time ranging from 6 weeks 3+ terms. Effects on data?
- Year 3 students are spread widely across the stages and many of these children are reading within Level 2 of the curriculum. How will explicit teaching enable the students to plug gaps and what effect will we see on running records?
- Regular monitoring of data will provide data collection points where review and tweaking of the structured literacy programme will be made.
- We have recently received our first set of decodable texts from the Ministry. How will these be integrated into our approach?

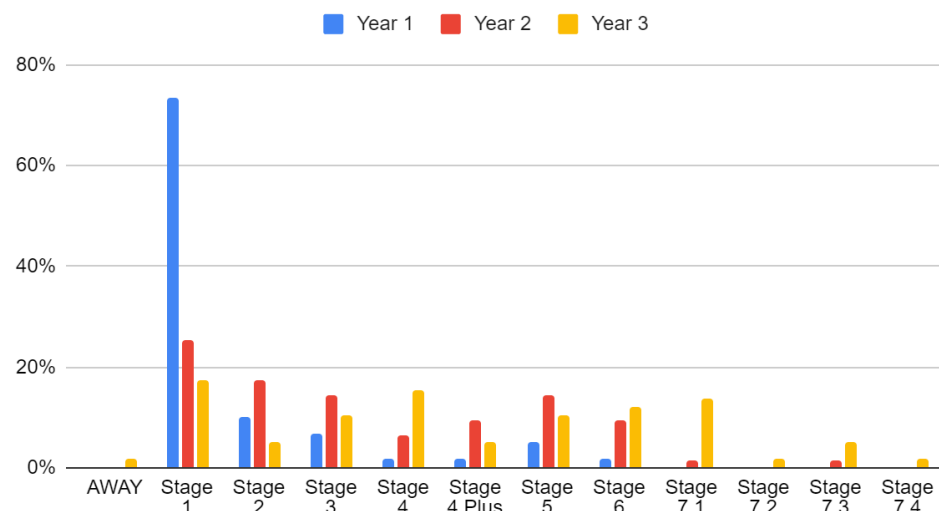


### Initial Data:

(note that this is the instructional/'working at' stage, as opposed to the 'completed' stage)

Reading Group	Year 1	Year 2	Year 3
AWAY			2%
Stage 1	73%	25%	17%
Stage 2	10%	17%	5%
Stage 3	7%	14%	10%
Stage 4	2%	6%	16%
Stage 4 Plus	2%	10%	5%
Stage 5	5%	14%	10%
Stage 6	2%	10%	12%
Stage 7.1		2%	14%
Stage 7.2			2%
Stage 7.3		2%	5%
Stage 7.4			2%

Year 1-3 Structured Literacy Reading Groups March 2021



### Typical expectations of an ongoing Structured Literacy Programme:

At the end of Year 1, children are working at Stage 7.1 or above

At the end of Year 2, children are working at Stage 7.4 or above

At the end of Year 3, children are working on the Colour Wheel at Purple/Gold (Level 2)

**As this is our first year of working with Structured Literacy across the school, we have modified our targets to the following:**

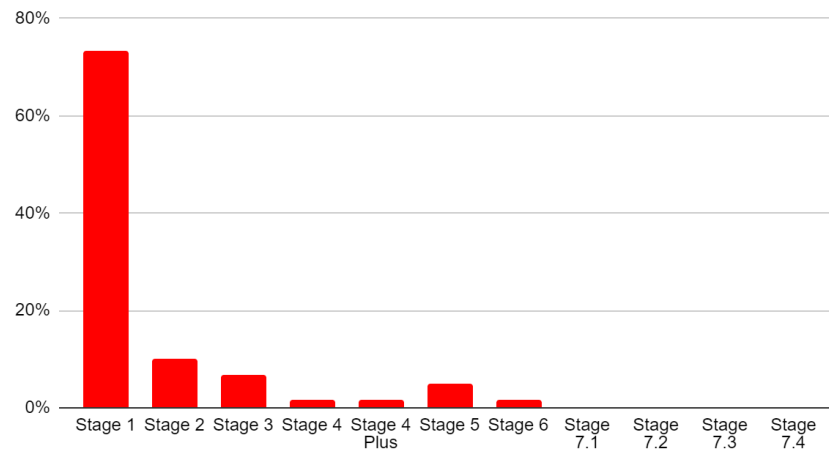
#### Targets:

Year 1 - 80% of students will be working at Stage 7.1 or above by the end of the year.

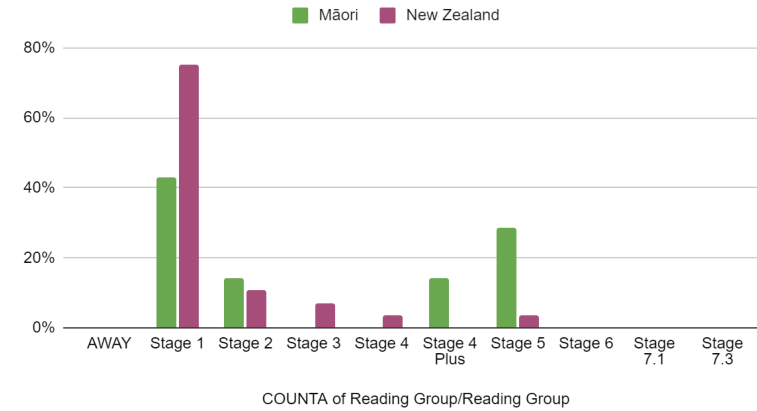
Year 2 - 70% students will be working at Stage 7.4 or above by the end of the year.

Year 3 - 70% of students will have completed the scope and sequence of the Structures Literacy programme Stage 7.4 and be working within Level 2 of the curriculum or above.

Year 1 Structured Literacy Reading Groups March 2021



Year 1: Māori and NZ European

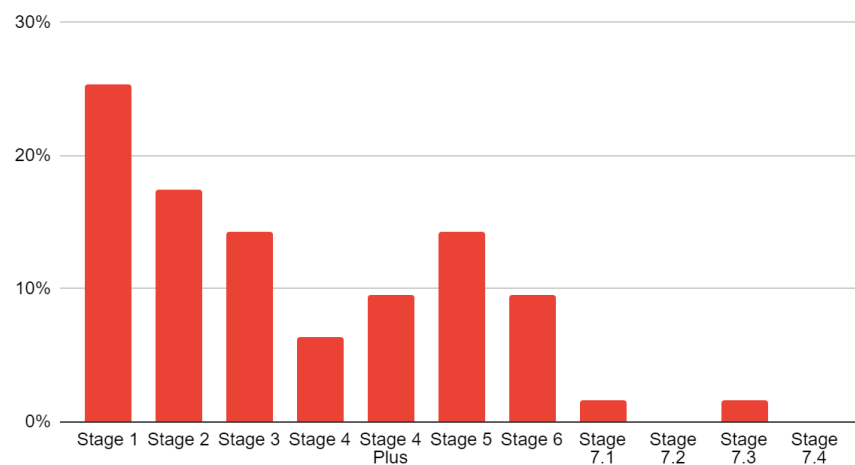


Māori (n=7) NZ European (n=28)

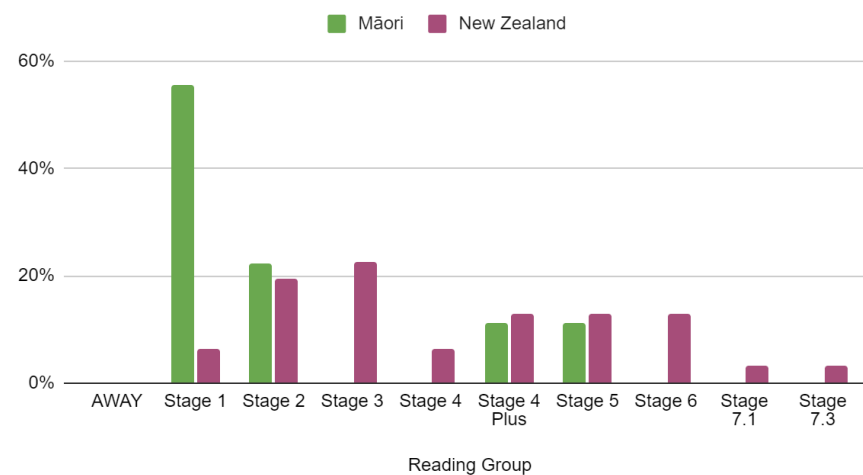
Year 1 (n=60): 80% of students will be working at Stage 7.1 or above by the end of the year.

- Māori students in Year 1 are currently performing well and we want to see this continue
- As this is the first year of school we would expect the majority of students to be working in the early stages at the start of year.

Year 2 Structured Literacy Reading Groups March 2021



Year 2: Māori and NZ European

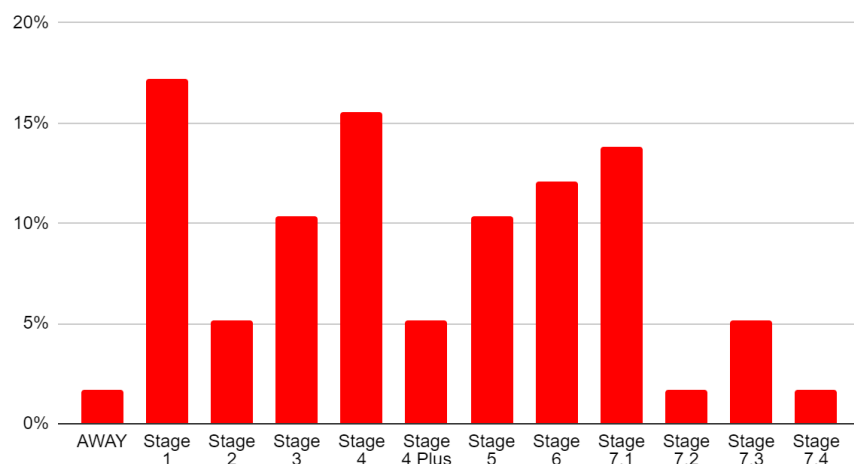


Māori (n=9) NZ European (n=31)

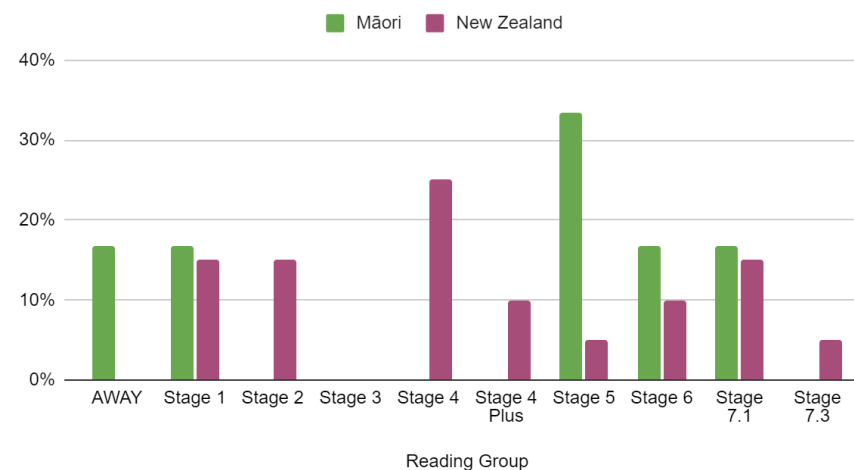
Year 2 (n=63): 70% students will be working at Stage 7.4 or above by the end of the year.

- 75% of Māori students in Year 2 are working in Stage 1 and 2. Target programmes will be utilised to support them to make accelerated progress to be working at Stage 5 or higher.
- For the majority of students this is their first year being taught using the Structured Literacy approach.

Year 3 Structured Literacy Reading Groups March 2021



Year 3: Māori and NZ European



Māori (n=6) NZ European (n=20)

Year 3 (n=58): 70% of students will have completed the scope and sequence of the Structures Literacy programme Stage 7.4 and be working within Level 2 of the curriculum or above.

- 67% of Māori students in Year 3 are working at stage 5 or higher
- For the majority of students this is their first year being taught using the Structured Literacy approach.



# 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.