

Beckenham Te Kura o Pūroto

Charter - 2023

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.

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 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 image to the left shows the damage the land sustained during the earthquake, and the buildings on the school at that time.

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 was 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 was in the Christchurch Schools' Rebuild programme from 2014, 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 and library area.

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

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 car park . 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. In July 2021 one remaining



old classroom block was demolished and replaced with two new learning spaces, now named 'Hāngere'.

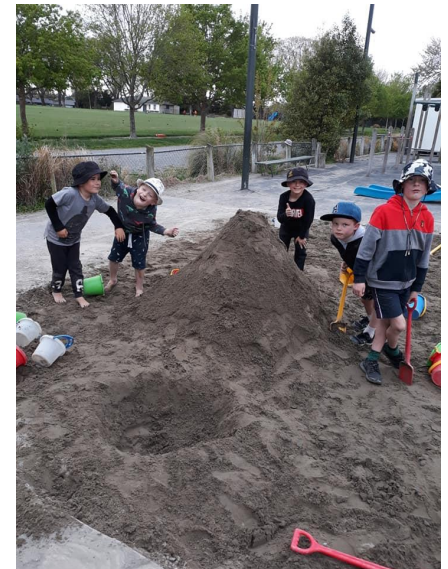
During 2017, the Board of Trustees met with Ngai Tahu and accepted the gift of a Māori name for the school, to reflect its special place in the local community. Rather than have two distinct names, one in English and one in te reo Māori name, the suggestion was made to Ngai Tahu that we combine the two 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

The Beckenham Te Kura o Pūroto roll from 2000-2017 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. The roll continues to sit around 500 by the end of the year..

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 te reo Māori and Kapa haka tutor 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 are 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, Syrian, Turkish, Afghani 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 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>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



Beckenham Te Kura o Pūroto: Strategic Plan 2021-2023

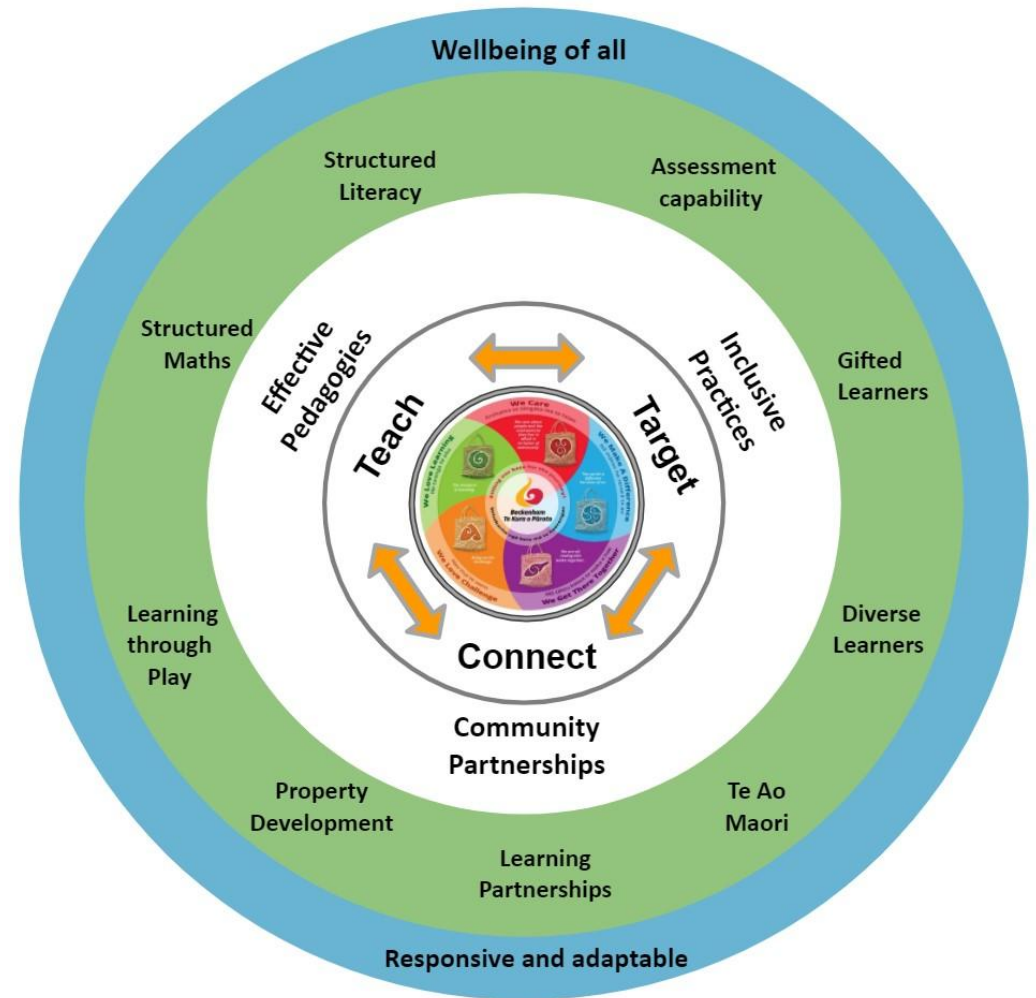


At the heart of our strategic plan are our values and our commitment to improve learning for all our ākonga (learners).

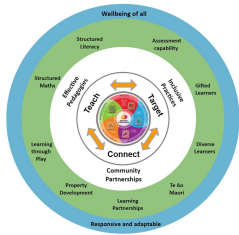
At Beckenham Te Kura o Pūroto we will continue to strengthen our capacity to **teach, target** and **connect** our tamariki with the knowledge, values and competencies to ‘fill their kete for the journey’.

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.

Effective Pedagogies	<p>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.</p>
Inclusive Practices	<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. 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>
Community Partnerships	<p>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 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

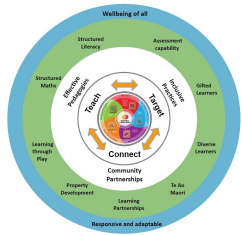
Upskilling of staff to understand and integrate learning through play practices to complement and optimise structured literacy and maths

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

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

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.

2.3 Diverse incl Gifted Ākonga

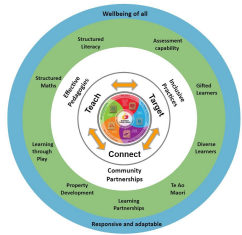
All ākonga will be supported to gain personal success in all areas of learning and curriculum. Ākonga identified with particular needs, be they needing support or stretching, will be supported with appropriate planning and interventions to reach their potential.

Indicators of Success 2023

- 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

- 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.

- 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

Indicators of Success 2023

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*.

- 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

3.2 Property Development

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

- 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 ākongā

3.3 Learning Partnerships

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

- 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 - 2023

Annual Plan 2023 - "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.

Strategic Goal	Plans	Resources, Who & When	Expected Outcome (Dec 2023)
<p>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.</p>	<ul style="list-style-type: none"> Implementation of a schoolwide approach to writing, strengthening kaiako pedagogical knowledge inline with Structured Literacy Continue to embed a school-wide spelling approach "The Code", Continue to explicitly strengthen structured literacy teaching approaches and the explicit teaching of Structured Literacy Continue to enter literacy assessment data into HERO and use assessments to inform instruction and target groups Keep up to date with the curriculum refresh in English, and incorporate as required Strengthen systems for the identification, follow up and support of ākonga who are not meeting literacy milestones 	<ul style="list-style-type: none"> Kāhui Ako Across School Teacher role allocated to Literacy Leadership supported by DP Literacy AST to provide appropriate Struct. Lit. PLD for new staff throughout the year and support all staff as needed Literacy AST to oversee strategic purchasing of new and proven resources to supplement resources in the school Literacy AST and SLT to plan professional development that will support the teaching of writing Team Leaders to work with kaiako to analyse data to identify next steps in Literacy learning and in the identification of target ākonga 	<ul style="list-style-type: none"> School-wide achievement data will demonstrate continued growth in reading and writing outcomes Kaiako increasingly confident in assessing ākonga needs, designing, planning and implementing effective learning programmes using the structure literacy approach New kaiako given PLD and support to confidently to teach using the structured literacy approach Learning environments reflect the Structured Literacy approach and support learners and kaiako Consistent school wide approach to the teaching of writing Children who are not making expected progress have support and interventions in place
<p>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</p>	<ul style="list-style-type: none"> A schoolwide plan for the sequential teaching of mathematics will be agreed on, documented and implemented with consistency across all teams. Use evidence based research to explicitly strengthen structured maths teaching approaches across our maths lessons Continue to develop use of Maths Assessment framework through HERO, open this up to both staff and whānau, to inform progress and achievement Work with Kāhui Ako Maths lead to maximise learning connections in mathematics teaching and learning across networks Keep up to date with the curriculum refresh in Mathematics and Statistics, and incorporate as required Continue involvement in Learner First Cluster Mathematics group Strengthen systems for the identification, follow up and support of students not meeting 	<ul style="list-style-type: none"> Kāhui Ako Within School Teacher role allocated to Mathematics Leadership, supported by Principal and DP (Assessment) Maths WST to support all kaiako with implementation of schoolwide maths plan, and assessment framework PLD for all staff throughout the year in structured maths Maths WST to oversee purchasing of new resources to support this plan as required Leads to attend PLD opportunities to strengthen pedagogical knowledge of teaching mathematics, inline with refreshed curriculum Team Leaders to work with kaiako to analyse data to identify next steps in Literacy learning and in the identification of target students 	<ul style="list-style-type: none"> Achievement data (using the new assessment framework) will begin provide evidence of need and achievement in maths Kaiako have clarity about the planning and design of effective learning programmes using the structure maths approach Kaiako continue to develop confidence in explicit teaching of maths Kaiako continue to develop confidence in teaching using mathematical practices of inquiry Children who are not making expected progress have support and interventions in place

	Mathematics milestones		
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	<ul style="list-style-type: none"> Continue to embed and maintain practices developed; with a continued PLD focus on the Intentional Teacher Document how Learning Through Play is embedded across our Local Curriculum Develop systems for planning and tracking of Learning Through Play 	<ul style="list-style-type: none"> Kaiako continue to develop practice Lead to document Learning Through Play Local Curriculum and systems Team Leaders to support teams, alongside LTP lead, to continue to strengthen LTP knowledge and practice 	<ul style="list-style-type: none"> New staff understand the rationale and can implement approaches currently being used. Staff have a deeper understanding in their role as the Intentional Teacher Team planning shows teams are utilising outdoor spaces and planning meetings reflect the use of outdoor spaces in an ongoing way. Learning Through Play Local Curriculum and systems documented

Annual Plan 2023 - "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 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	<ul style="list-style-type: none"> Identify assessment schedule and tools to be utilised school-wide in Mathematics Support kaiako with data collation and analysis to inform teaching programmes Continue to collate and monitor data, with a strong focus on Literacy and Numeracy Continue upskilling of staff with a use of HERO Strengthen systems for the identification, follow up and support of students not meeting milestones 	<ul style="list-style-type: none"> Principal, Leadership Team and Assessment team to lead SLT and Team Leaders to facilitate PLD in using HERO PD to support and analyse assessment - ongoing for 2023 	<ul style="list-style-type: none"> Staff use HERO to collate, analyse and report on student data in Literacy and Numeracy Staff use assessment analysis to inform teaching and learning programmes Kaiako identify target learners and plan accordingly, to support identified students not meeting milestones
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.	<ul style="list-style-type: none"> Through sharing assessment and next steps effectively, kaiako support ākonga to be able to understand their next steps. Ākonga understand their next steps and 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 	<ul style="list-style-type: none"> Leadership Team to lead the continued development of learning conversations with students Leadership Team to support kaiako to use assessment analysis to support learning conversations with students 	<ul style="list-style-type: none"> Ākonga can talk about their learning journey and their next steps in numeracy and literacy Evidence of Key Capabilities and knowledge taught is visible within the hubs.
2.3 Diverse Learners incl Gifted Ākonga	<ul style="list-style-type: none"> Develop a plan for dissemination of knowledge / skills and strategies throughout the staff eg critical mass, champions, team 	<ul style="list-style-type: none"> RTLB Service - Ann Edmonson and Jane Morrison is contracted for 2023 / 24 to work with SENCO and GL lead. 	<ul style="list-style-type: none"> Staff in teams, will use a clear pathway for the identification of gifted learners. An action plan will outline goals, evidence

<p>All ākongā will be supported to gain personal success in all areas of learning and curriculum. Ākongā identified with particular needs, be they needing support or stretching, will be supported with appropriate planning and interventions to reach their potential.</p> <p>Support kaiako with embedding PB4LSchool-Wide into practices and programmes at Beckenham Te Kura o Pūroto.</p> <p>Support Kaiako to develop curiosity around their ākongā's cultural histories, languages and cultural narrative in order to build understanding and provide culturally appropriate teaching.</p>	<p>leaders etc</p> <ul style="list-style-type: none"> Review and further develop identification procedures and support kaiako with identification of gifted learners Support individual kaiako and teams with PLD as required, to create learning programmes and environments that meet the needs of our gifted learners. Continue to work alongside the RTLB and NZCGE to continue to build understanding and knowledge of evidence based practise. Continue to communicate with (survey, collection of voice) whānau and ākongā in order to increase awareness and understanding of gifted learners. Continue to maintain and embed practices developed during previous PB4L years. Develop systems and practices to implement Tier 2 ESOL programmes reflect the needs of the children involved, input from their whānau and research based pedagogy. 	<ul style="list-style-type: none"> NZCGE - 2023 / 24 will be contracted to support the PGC in this area and we will partner with RTLB to fund this project. Other resources including Kapa Haka tutor, House of Science, itinerant music kaiako, staff with special skills. Whānau and ākongā will be involved as interest groups once we have established a clear process for working in 2023. PB4L Lead to work with staff to maintain practice PB4L Lead to continue to be part of the PB4L CLuster in order to support the implementation of Teir 2 ESOL Lead / Unit Holder in consultation with SENCO. Kaiako will build their understanding of ākongā contexts, including languages spoken at home, histories, stories and cultural values to provide culturally appropriate teaching. 	<p>collection points and actions taken. Evidence will include child and whānau voice.</p> <ul style="list-style-type: none"> RTLB partnership / funding around Gifted Learners e.g. developing identification strategies etc, enhance our work alongside NZGE for support. Documented action plans show direction, and progress points and planned actions / outcomes. PB4L PLD and action plan supports staff to support ākongā to achieve positive behaviour for learning Classroom programmes including ESOL programmes reflect the needs of the children involved,, input from their whānau and research based pedagogy.
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Annual Plan 2023 - "Community Partnerships"

Ensuring active partnerships within our kura (school), our community and the wider education and learning community, for the benefit of our ākongā. 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.

Strategic Goal (Implementation/timings)	Plans	Resources, Who & When	Expected Outcome (Dec 2023)
<p>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</p>	<ul style="list-style-type: none"> Continue to support Staff and whānau across the school to participate in Te Ahu o Te Reo Māori MOE funded (language learning PLD). Liaise with Ngāi Tahu iwi rep on Board to plan and undertake whānau rōpū hui for consultation around the development of a new strategic plan for 2024-2026 Develop our own local curriculum for Social Sciences that incorporates the new Aotearoa 	<ul style="list-style-type: none"> Te Ao Māori Leadership be given to a Within School Leadership Role, to support the further development of Te Ao Māori across the school, and ensure the implementation of the Aotearoa NZ Histories, within the revised Social Studies Curriculum (start of year) Staff (volunteer) to undertake Te Reo Māori PLD through Te Ahu o Te Reo Māori PLD provision. (Semester 1 and Semester 2) 	<ul style="list-style-type: none"> All staff and some whānau Māori will demonstrate increased understanding and skill in the use of te reo Māori and will be able to share their progress and success through supporting the use of te reo through the school. Whānau Māori and community will have contributed to the development of a new strategic plan that honours Te Tiriti and

<p>Māori into the everyday life of our kura*.</p>	<p>NZ Histories part of Social Sciences curriculum, references our cultural narrative with support from and engagement with, Kāhui Ako AST</p> <ul style="list-style-type: none"> • Staff are supported to effectively teach from the Aotearoa NZ Histories curriculum (part of the Social Sciences Curriculum) • Continue to explore Kapa haka options for Years 0-2 	<ul style="list-style-type: none"> • Te Ao Māori WST liaises with staff and whānau Māori who are undertaking Te Reo Māori PLD and facilitates them supporting the strengthening of te reo Māori throughout the school • Te Ao Māori WST to work with BOT to plan and support hui for consultation • Principal, Te Ao Māori WST and Kapa haka tutor to explore opportunities for all ākonga to participate in kapa haka, and to develop new opportunities to perform and include as many learners as are keen 	<p>includes tikanga Māori in values, teaching and learning practices and organisational culture</p> <ul style="list-style-type: none"> • The new Social Sciences curriculum, including Aotearoa NZ Histories, is understood and beginning to be embedded in its use by kaiako across the school • Kapa Haka is supported and embedded across the whole school
<p>3.2 Property Development to provide an environment that ensures learning and emotional, social and physical wellbeing of tamariki who enrol in the kura.</p>	<ul style="list-style-type: none"> • Issues around the use of gates and fencing need further discussion and consideration, due to high level of damage to gates and tricky access for tamariki • Issues around accessibility through front gate need to be resolved (currently with Logic Group) • PTA Outdoor Spaces funding (\$30,000) still to be spent - PTA are keen to upgrade bike storage areas for maximum benefit and capacity • Whole school outdoor environment plan is reviewed and refreshed • Small areas (such as the area behind Tāhaki) each have a plan for development drawn up with a timeline and resource cost for delivery • Ensure that flooding issues underneath the slide in Koripo have been fixed. • New line markings on asphalt area to be completed in 2023. 	<ul style="list-style-type: none"> • Outdoor Spaces lead and PB4L lead to work through education plan for ākonga using the gates, to promote both careful use and develop access plans (T1 and ongoing) • Principal and Outdoor Spaces lead to work with Logic Group to get resolution to accessibility issues with front gate • Outdoor Spaces lead builds a team to review and refresh the whole school outdoor spaces plan. • Outdoor Spaces lead and team develop a priority timeline for specific areas on the plan. • Areas that need consideration include: <ul style="list-style-type: none"> ○ Area behind Tāhaki ○ Area north of Tāhaki ○ Options for bag storage for Year 5/6 team within the gated area (adjacent to the hall) ○ work with PTA to consider options for improving bike/scooter storage ○ Area north of the hall ○ Area east of Pūkaki • Principal to work with BoT Property rep to ensure that flooding issues are resolved • Outdoor Spaces lead to follow up that line marking has been resolved 	<ul style="list-style-type: none"> • Damage to gates will be minimal • Ākonga will have access through gates as needed • Accessibility issues through front gate will be resolved • The area behind Tāhaki is fit for purpose and provides a safe and educative place for learning • Bag storage for Year 5/6 is improved, within the fenced areas • Bike and scooter storage areas are maximised • Development of Outdoor Spaces across the school are part of the whole school plan and coordinated to ensure each space has a purpose, is sustainable and contributes to our Akonga's social, emotional and physical development.
<p>3.3 Learning Partnerships Continue to strengthen reciprocal relationships, within our communities, to support staff, tamariki and whanau and Kāhui Ako and the wider educational community.</p>	<ul style="list-style-type: none"> • Work with our Ferndale colleagues to ensure the ongoing development of our partnership and encourage reciprocal and mutually beneficial links between mainstream and Ferndale. • Leadership unit holders develop whānau education foci to provide Education forums and opportunities in areas of need • BTKOP develops productive professional learning relationships within the Kahui Ako around Mathematics, Literacy, Gifted and Talented Education and NZ Histories • Access PD, funding and support from a variety 	<ul style="list-style-type: none"> • Ferndale Partnership Team/Liaison to meet regularly. • Ākonga and teaching staff engage in Attention Autism sessions in the Ferndale hub. • DP (SENCO) liaises with Mana Ake fortnightly, Cluster SENCO team twice a month and Youth Support Worker once a term. • Principal sits on the Kāhui Ako Stewardship Team • BTKOP WSTs engage with Kahui Ako ASTs to develop productive relationships for learning at BTKOP. • Te Ao Māori/NZ Histories lead links with Kahui Ako leads in the NZ Histories space 	<ul style="list-style-type: none"> • Ferndale partnership continues to be strengthened. • Parent Education opportunities have been made available to our whānau • Kahui Ako partnerships will be effective across more than one area • All teaching assistant staff trained in Lego Therapy. • Documented evidence of professional development undertaken and reviewed at the end of the year. • All Team Leaders will have engaged and actively participated in CPPA leadership

	<p>of providers eg MOE - IWS, ICS, BEH, Lego Therapy, NZCGE, Autism NZ, RTLb, NZ Maths facilitators, RTLit, Oranga Tamariki, Digital Future Aoteroa, Waitaha. CPPA Leadership development</p>	<ul style="list-style-type: none"> • DP (SENCO) liaise with RTLb and NZCGE to develop second stage of Gifted Learners PGC and share within Kahui Ako. • 	<p>course and this work will be reflected in Leadership minutes and Team Leader capacity to run teams.</p>
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Student Achievement Targets 2023

2023 Mathematics Student Achievement Targets

Target group: Year 4-8 students

The data being used to inform this target is the e-asTTle mathematics data from Term 3 2022.

We use e-asTTle Mathematics (with a Numeracy focus) as an assessment tool in Term 1 and Term 3 of each year, across our Kahui Ako. Whilst we recognise that e-asTTle is but one data piece, and does not reflect the true achievement of an individual in mathematics, as a school-wide assessment point we do expect it to be able to show us generalised trends in Mathematics achievement at a school level.

Areas of focus

e-asTTle tests are available for students from Year 3 - Year 8. Whilst we do give the e-asTTle test to some of our Year 3 students, we recognise that this kind of formalised assessment (that has a high reading level requirement) is very new to 7 and 8 year olds, so we have made the decision to not include the 2023 Year 4 students in this achievement target cohort. We will track these year 4 students, and their data will be available to add in as year 5s next year to the 2024 target.

We know that Numeracy skills are foundational to achievement in Mathematics, and so have focused the assessment on the Numeracy area, and not included the areas of Measurement, Geometry and Statistics.

Typical expectations of Mathematics Achievement:

By the end of Year 4, children are working at mid or late Level 2 (2ii and 2iii)

By the end of Year 5, children are working at early Level 3 (3i)

By the end of Year 6, children are working at mid or late Level 3 (3ii and 3iii)

By the end of Year 7, children are working at early Level 4 (4i)

By the end of Year 8, children are working at mid to late stages of Level 4 (4ii and 4iii)

2023 Targets:

Based on data from the end of 2022, our school-wide target is for at least **70% of students at each year level to be working at the expected level by the end of 2023**. We have used the e-AsTTle data from Term 3 2022 as the starting point for each target below.

Māori students - We have separated our Māori student data out to examine separately within each team. The data shows that, as a group, our Māori students are not achieving as highly as other students. We also know Māori children have a higher representation within the group of children who are coded as 'Did not sit' DNS, We also would like to see this number decrease and to be able to measure the achievement of these children with some confidence. The focus for many of these children is first on school engagement and attendance, and then on achievement.

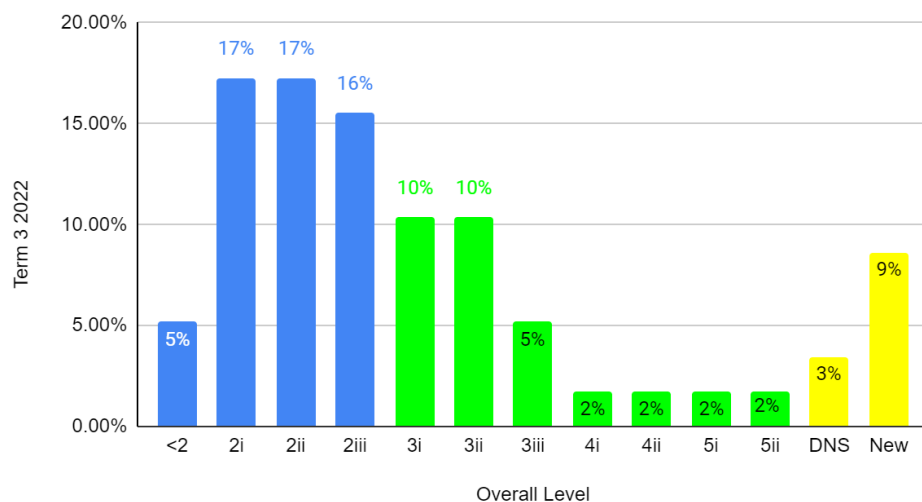
Of note: DNS Every year we do have a number of students who are recorded as DNS (Did not sit) for an e-asTTle assessment. This will either be because that student was away for a prolonged absence, or because they are one of a small group of students with very specific learning needs and we do not believe that the assessment will provide any information that is useful AND would be an unnecessary stress on that student.

Year 5 End of year Target

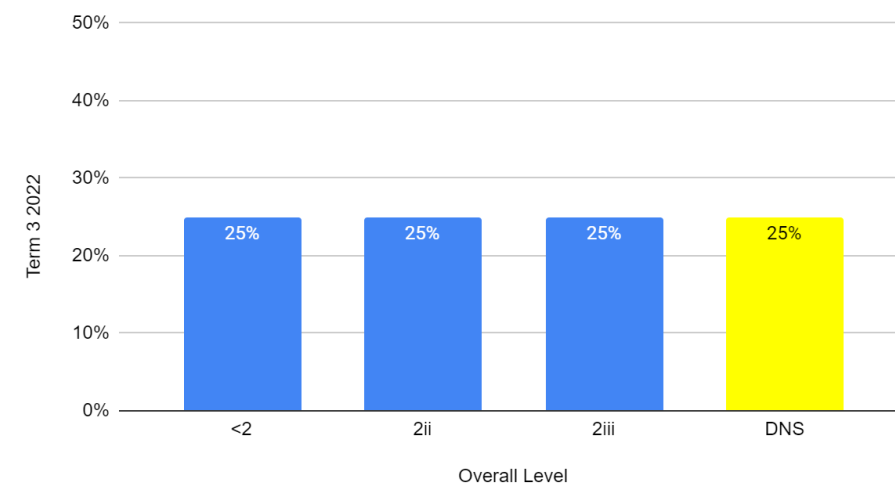
For at least 70% of Year 5 students to be working at or above the expected level (L3i)

	T3 2022 Data All n=58	T1 2023 Data All	T4 2023 Data All	T3 2022 Data Māori n=4	T1 2023 Data Māori	T4 2023 Data Māori	Comment
Not yet at the end of year target	55%			75%			
At the end of year target	33%			0%			
DNS	3%			25%			
New	9%			0%			

Year 5 2023 e-AsTTle Mathematics (expected level 3i)



Year 5 Māori 2023 e-AsTTle Mathematics (expected level 3i)

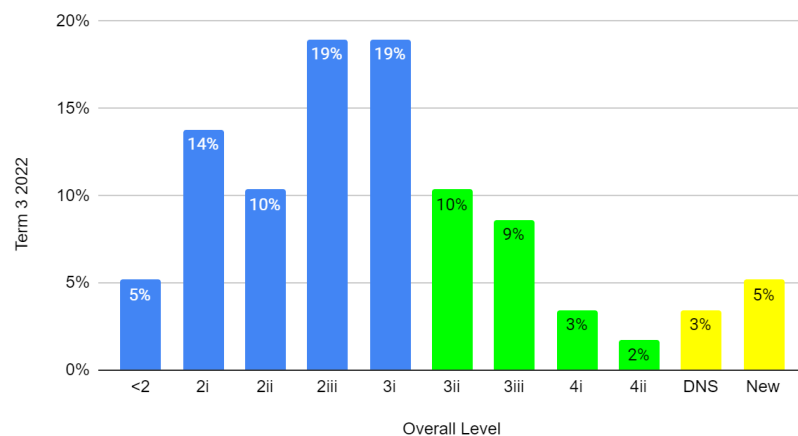


Year 6 End of year Target

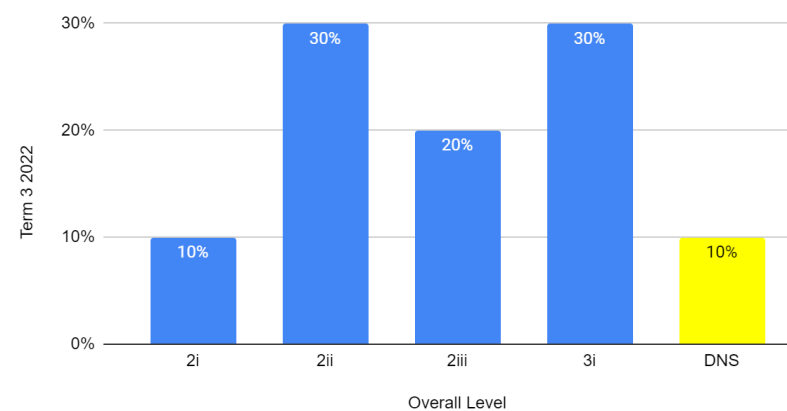
For at least 70% of Year 6 students to be working at or above the expected level (L3ii and L3iii)

	T3 2022 Data All n=58	T1 2023 Data All	T4 2023 Data All	T3 2022 Data Māori n=10	T1 2023 Data Māori	T4 2023 Data Māori	Comment
Not yet at the end of year target	67%			90%			
At the end of year target	24%			0%			
DNS	3%			10%			
New	5%			0%			

Year 6 2023 e-AsTTle Mathematics (expected level 3ii and 3iii)



Year 6 2023 Māori e-AsTTle Mathematics (expected level 3ii and 3iii)

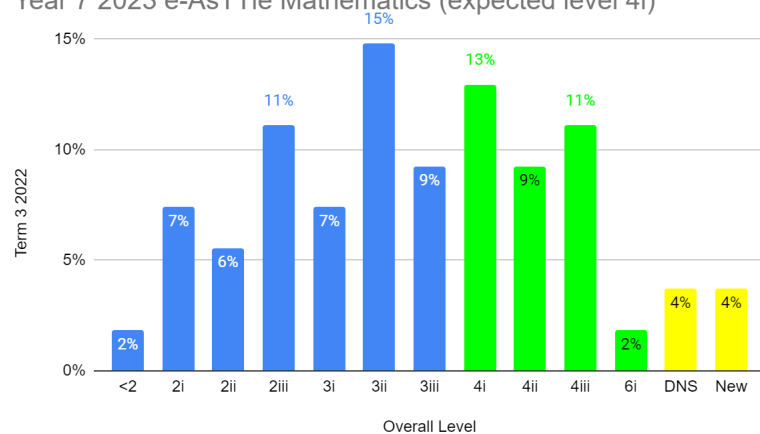


Year 7 End of year Target

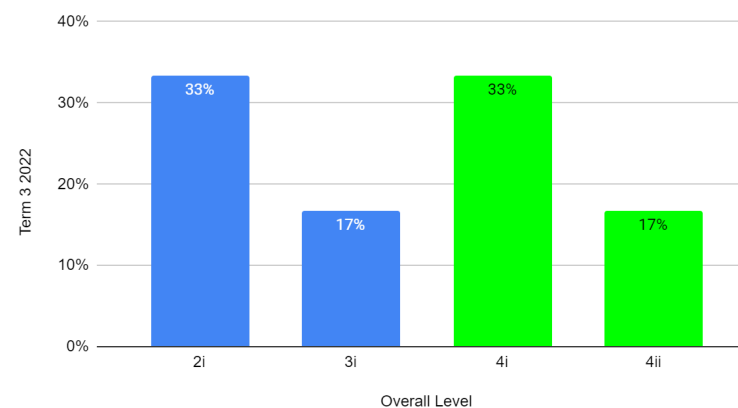
For at least 70% of Year 7 students to be working at or above the expected level (4i)

	T3 2022 Data All n=54	T1 2023 Data All	T4 2023 Data All	T3 2022 Data Māori n=6	T1 2023 Data Māori	T4 2023 Data Māori	Comment
Not yet at the end of year target	57%			50%			
At the end of year target	35%			50%			
DNS	4%			0%			
New	4%			0%			

Year 7 2023 e-AsTTle Mathematics (expected level 4i)



Year 7 Māori 2023 e-AsTTle Mathematics (expected level 4i)

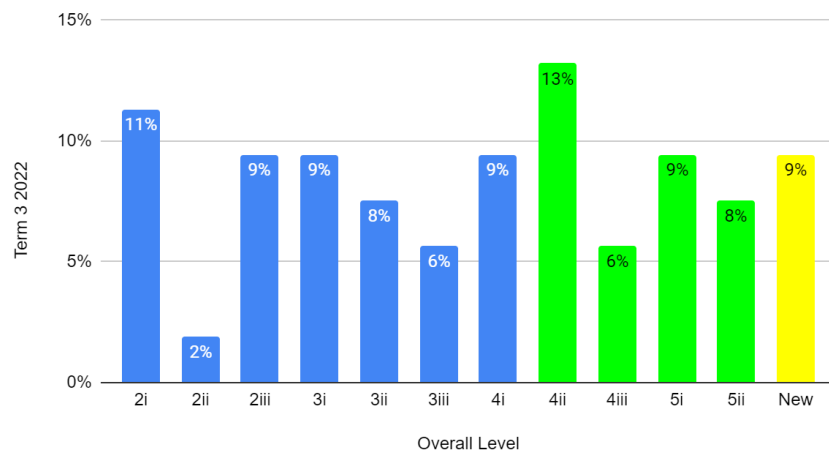


Year 8 End of year Target

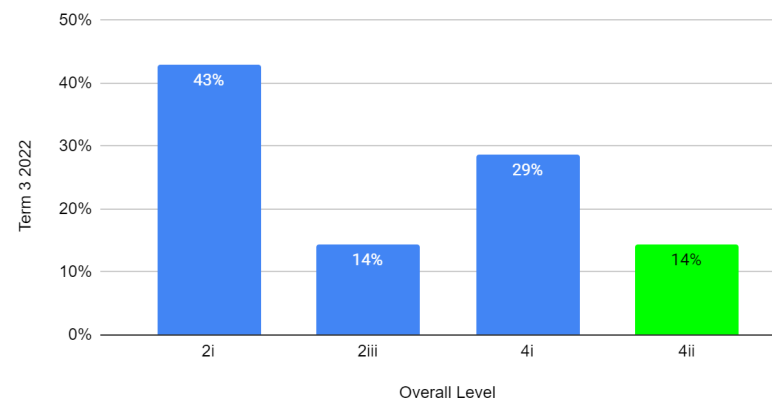
For at least 70% of Year 8 students to be working at or above the expected level (4ii or 4iii)

	T3 2022 Data All n=53	T1 2023 Data All	T4 2023 Data All	T3 2022 Data Māori n=7	T1 2023 Data Māori	T4 2023 Data Māori	Comment
Not yet at the end of year target	54%			86%			
At the end of year target	36%			14%			
DNS	0%			0%			
New	9%			0%			

Year 8 2023 e-AsTTle Mathematics (expected level 4ii and 4ii)



Year 8 Māori 2023 e-AsTTle Mathematics (expected level 4ii and 4ii)



2023 Literacy Student Achievement Targets

Target group: Year 1-3 students

The data being used to inform this target is from the Decoding Non-Words sub-test of the Little Learners Assessment of Reading Skills (LLARS). The data was pulled from Hero in February 2023, using 2022 End of Year Data.

The data gathered in 2021 and 2022 was also from the LLARS assessment battery and looked at progress in the Grapheme-Phoneme sub-test.

The non-words subtest looks at the ability of the learner to match a sound (phoneme) to a letter (grapheme) and then string these sounds together (blend) to produce the word. By using the non-word subtest (instead of real word), we take out the variable that they have come across this word in the past and committed it to memory. The learners need to use their decoding skills and not rely on guesswork when they complete this test.

Areas of focus

Explicit literacy teaching using a structured literacy approach based on the Science of Reading. Assessments will be collated in Hero and support planning and teaching across teams.

- Year 0 - 4 students are assessed using a battery of assessments, looking at phonological awareness, matching letters and sounds, word reading (real and non-word decoding) and in reading connected text.
- Most Years 5 - 6 students are assessed using a battery of assessments, looking at phonological awareness, matching letters and sounds, word reading (real and non-word decoding) and in reading connected text.
- Year 7 - 8 tier 2 and 3 students are assessed using a battery of assessments, looking at phonological awareness, matching letters and sounds, word reading (real and non-word decoding) and in reading connected text.

Teachers use the assessment data and the scope and sequence in the Little Learners Love Literacy book sets for planning teaching and learning programmes.

Typical expectations of an ongoing Structured Literacy Programme:

At the end of Year 1, children are working at Stage 6 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 Gold (Level 2)

The International Dyslexia Association suggests that current statistics put [dyslexia prevalence](#) at 15-20%. These learners may not progress at the rate of typically developing readers, needing more exposure, repetition and consolidation.

Our targets are the following:

Year 1 - 75% of students will be working at Stage 6 or above by the end of the year in the non-words subtest of the LLARS.

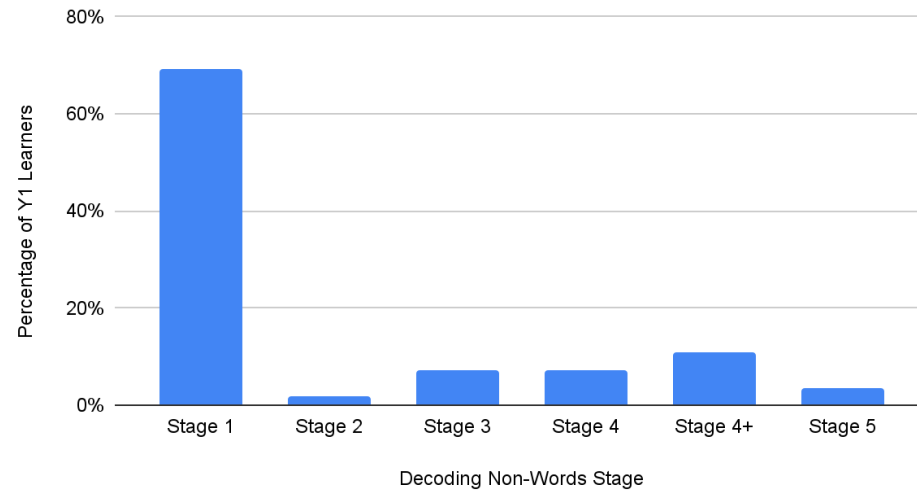
Year 2 - 75% of students will be working at Stage 7.4 or above by the end of the year in the non-words subtest of the LLARS.

Year 3 - 80% of students will have completed (= stage 8) the non-words subtest of the LLARS.

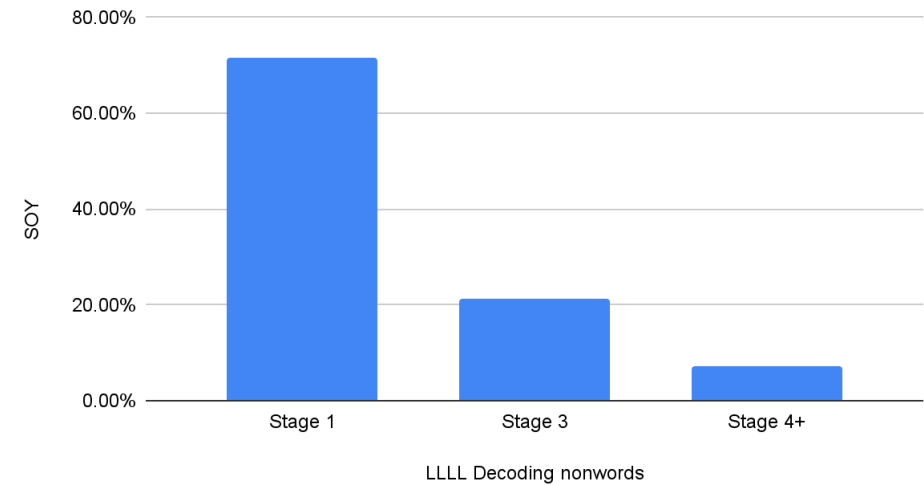
Year 1

Target: 75% of students will be working at Stage 6 or above by the end of the year in the non-words subtest of the LLARS.

Year 1 LLLL Decoding Non-Words



Year 1 Māori Students Decoding Non-Words



Data (Year 1):

Start of Year

- 69% of the Year 1 Students that had data on day 1 of 2023, or who were new and assessed in term 1, are at Stage 1.
- 71% of Māori students that had data on day 1 of 2023, or who were new and assessed in term 1, are working at Stage 1.

The scope and sequence that we follow, allows for a term of teaching at stage 1, before more rapidly moving through the following stages.

Mid Year

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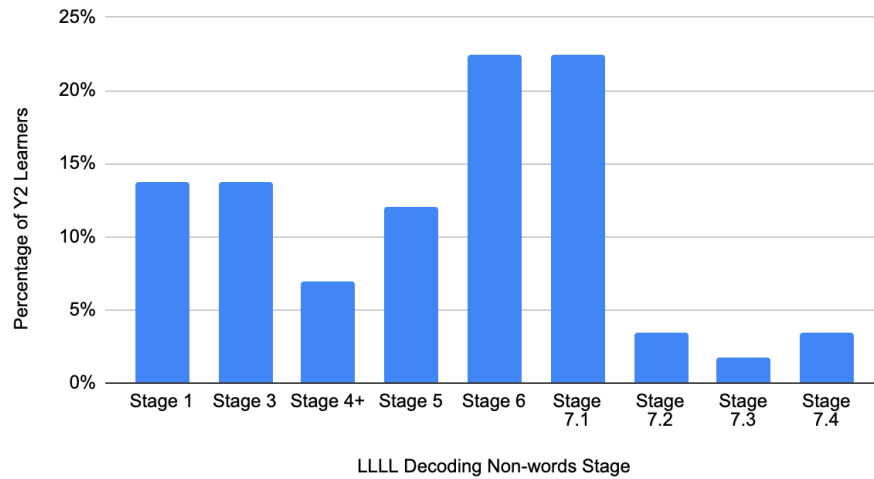
End of Year

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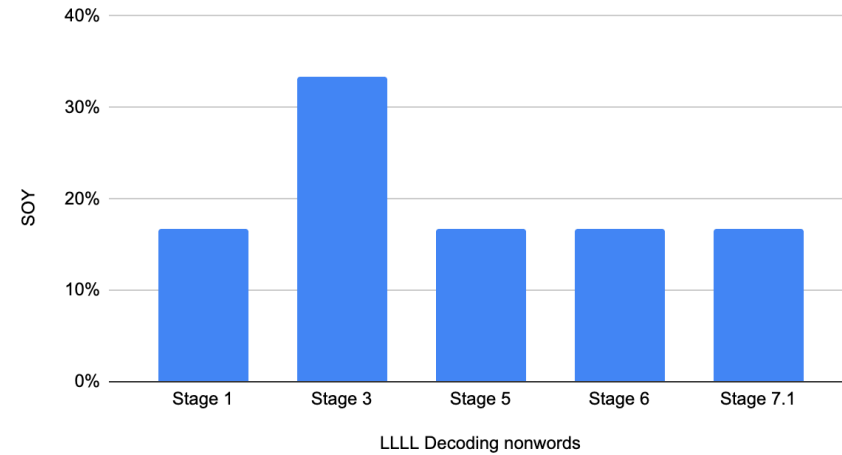
Year 2

Target: 75% of students will be working at Stage 7.4 or above by the end of the year in the non-words subtest of the LLARS.

Year 2 LLLL Decoding Non-Words



Year 2 Māori Students Decoding Non-Words



Data (Year 2):

Start of Year

- 53% of the Year 2 Students are stage 6 and above
- 33% of Māori Year 2 students are at stage 6 and above, needing to make accelerated progress to meet the target

Mid Year

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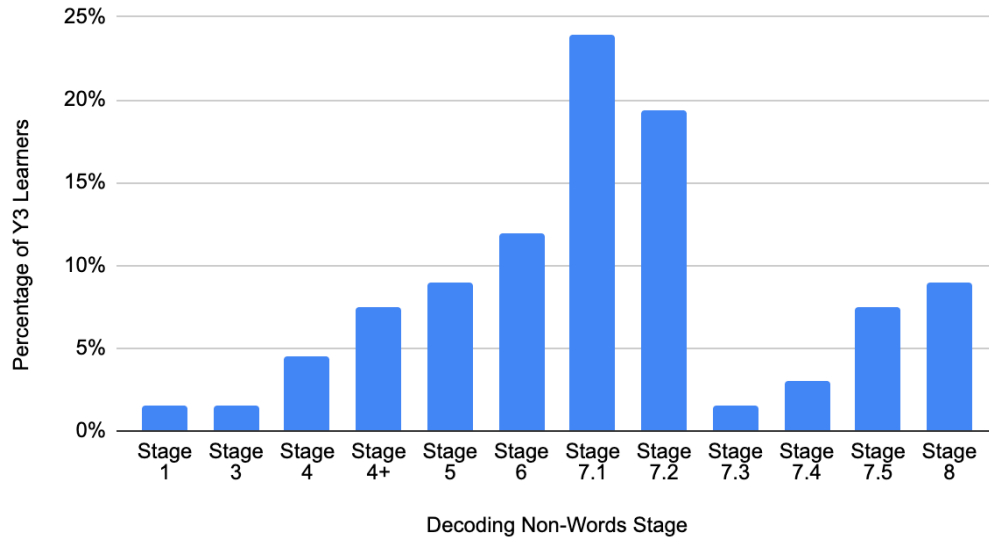
End of Year

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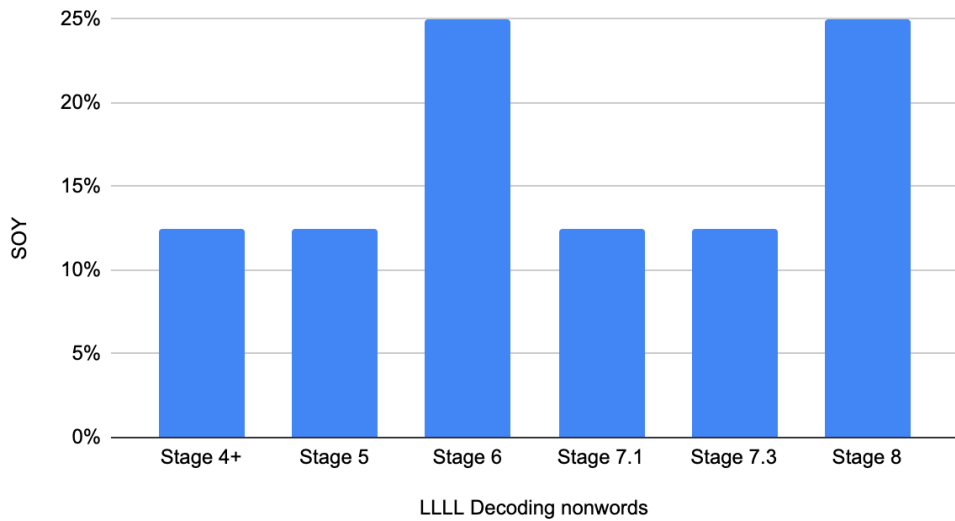
Year 3

Target: Year 3 - 80% of students will have completed (= stage 8) the non-words subtest of the LLARS

Year 3 LLLL Decoding Non-Words



Year 3 Māori Students Decoding Non-Words



Data (Year 3):

Start of Year

- 64% of Year 3 students are at stage 7.1 and above
- 50% of Māori students are at stage 7.1 and above

Mid Year

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End of Year

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General Comments:

Start of Year

- 2021 was the first year of implementation of the Structured Literacy approach - we are now in our third year
- There is a literacy team, represented by one member from each teaching team. During meetings each member reports back about what literacy is looking like for their team, including successes and challenges. Resources, research, ideas and next steps are addressed. We look at the targets and the progress towards these.
- We have provided a number of resources to help whānau understand and support their learners with literacy at home (Emma Nahna PD, videos for each stage of the programme, resources sent home)
- Teaching Assistants (TAs) have had a structured literacy PD session during our start of year staff only day, and will continue to receive support/ modelling and feedback during the year
- Resource Teacher of Literacy (RTLit) has met with members of each team, to provide feedback on programmes/ set up for the start of the year. Extensive documentation has also been provided to teachers around learners on the RTLit roll, and how to support them in the classroom.
- Across School Teacher - Literacy (AST) providing support, feedback, modelling and resourcing.

Mid Year

-

End of Year

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2024 Next Steps

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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
- Weekly school newsletter
- Online surveys from school and BOT
- Ad hoc focus groups
- PTA communications
- Board Talk – a regular Board section 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.

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.