Goal 1: We ensure progress and achievement for all ākonga through the weaving of the Curriculum Refresh into our local Beckenham Curriculum.	**Goal Success Statements:** ● Mathematics and English curriculum areas will be developed into local curriculum and will be being used by kaiako, in conjunction with quality assessment practices, to ensure progress & achievement for all ākonga ● Curriculum refresh across other learning areas will be being progressed

Initiative 1: Maths Curriculum and delivery refresh

Outcome: Kaiako will be competent targeting ākonga needs and teaching using the refreshed Mathematics Curriculum.	**Measures**: ● Knowledge and confidence/use survey (1-5) of kaiako ● Teacher planning reflects refreshed curriculum and Common Practice Model ● Observations of teaching reflects refreshed curriculum and Common Practice Model ● Termly team data analysis records and conversations provide evidence of kaiako data literacy for effective teaching

Key Actions	Accountable to	People Responsible	Resources	Complete by	Review
BTKOP Mathematics Curriculum will be fully documented and accessible to all staff.	Deputy Principal - Curriculum	WST to write, supported by Deputy Principal - Curriculum	2 release days	End of Term 4	
All teacher planning links to the content of the refreshed Mathematics Curriculum.	Deputy Principal - Curriculum	WST, supported by Deputy Principal - Curriculum, Maths team and Team Leaders	1 days release	End of Term 2	
Government-funded resource/s selected and used to support learning schoolwide.	Deputy Principal - Curriculum	WST and Maths team in consultation with Deputy Principal - Curriculum	Externally provided PLD to support resource understanding and implementation	End of term 2	
All teachers engage in Teaching as Inquiry, focusing on Mathematics.	Deputy Principal - Curriculum	Team Leaders, supported by WST and Maths team	Team Meeting time allocation	Term 4, Week 5	
Monitor the implementation of the refreshed Mathematics Curriculum at BTKOP and provide PLD as needed.	Deputy Principal - Curriculum	WST, supported by Maths Team	1 x Staff PLD session per term	Ongoing	
Develop approaches for improved Mathematics assessment.	Deputy Principal - Curriculum	WST, supported by Deputy Principal - Curriculum	PLD with external facilitator	Term 4, Week 5	

Initiative 2: English Curriculum and delivery refresh

Outcome: Kaiako will be competent targeting ākonga needs and teaching using the refreshed English Curriculum.

Measures:
- Knowledge and confidence/use survey of kaiako
- Teacher planning reflects refreshed curriculum and Common Practice Model
- Observations of teaching reflects refreshed curriculum and Common Practice Model
- Literacy Goals (HERO) provide evidence of ākonga achievement through new curriculum

Key Actions	Accountable to	People Responsible	Resources	Complete by	Review
BTKOP English Curriculum will be fully documented and accessible to all staff.	Deputy Principal - Curriculum	WST to write, supported by Deputy Principal - Curriculum	2 release days	End of Term 3	
All teacher planning links to the content of the refreshed English Curriculum.	Deputy Principal - Curriculum	WST, supported by Deputy Principal - Curriculum and Team Leaders	1 days release	End of Term 2	
Monitor the implementation of the refreshed English Curriculum at BTKOP and provide PLD as needed.	Deputy Principal - Curriculum	WST, supported by English Team	1 x Staff PLD session per term	Ongoing	
Sustainable literacy leadership structure developed through collaboration between the AST and WST lead.	Deputy Principal - Curriculum	AST lead and WST, supported by the Deputy Principal - Curriculum	2 release days	Ongoing	
Trial Ministry of Education Phonics Checks at 20 and 40 weeks.	Deputy Principal - Curriculum	AST lead and Team Leaders, supported by the Deputy Principal - Curriculum	Release as required	From term 1 onwards	

Initiative 3: Science Curriculum Refresh

Outcomes:
Kaiako will incorporate Nature of Science from Science Curric. into teaching.
Ākonga will have expanded beliefs about science and its relevance in their lives.

Measures:
- Knowledge and confidence/use survey of kaiako
- Team Leaders gather and speak to planning evidence

Key Actions	Accountable to	People Responsible	Resources	Complete by	Review
Monitor implementation of science teaching and learning, ensuring it builds on professional learning from 2024.	Deputy Principal - Curriculum	Team Leaders, supported by Deputy Principal - Curriculum	Team Meeting time allocated	Ongoing	
Initiate collaborative sense-making with teachers around the content and pedagogical practices of the refreshed Science Curriculum.	Principal	Deputy Principal - Curriculum	1 x Staff PLD session	Term 4, Week 5	

Initiative 4: Technology & Arts Curriculum refresh

Outcomes:
Kaiako will be familiar with the material in the refreshed Tech. and Arts Curric. and beginning to explore how these might be localised and used.

Measures:
- Knowledge and confidence/use survey of kaiako

Key Actions	Accountable to	People Responsible	Resources	Complete by	Review
Initiate collaborative sense-making with teachers about the content of the refreshed Technology and Arts Curriculum.	Principal	Deputy Principal - Curriculum	1 x Staff PLD session	Term 4, Week 5	

Initiative 5: Languages and PE & Health Curriculum refresh

Outcomes:
Kaiako wil have begun to look at the material in the refreshed Languages and PE & Health Curriculums.

Measures:
- Knowledge and confidence/use survey of kaiako

Key Actions	Accountable to	People Responsible	Resources	Complete by	Review
Initiate collaborative sense-making with teachers about the content of the refreshed Languages and PE and Health Curriculum.	Principal	Deputy Principal - Curriculum	1 x Staff PLD session	Term 4, Week 5	

Initiative 6: Te Reo Curriculum development and delivery

Outcome:
All ākonga will receive congruent teaching in Te Reo Māori and all Kaiako will improve their level of Te Reo Māori and will build understanding of Mātauranga Māori and tikanga

Measures:
- Evidence of kaiako using the local curriculum will be gathered
- Kaiako self-assess using NZCER Te Reo Māori online language assessment
- Assessment of ākonga (Y5-8) using NZCER Taku Reo and Te Reo Māori tools

Key Actions	Accountable to	People Responsible	Resources	Complete by	Review
BKTOP Te Reo Māori Curriculum will begin to be implemented across the school.	Principal	Te Ao Māori Lead, supported by Team Leaders	Leadership and Team Meetings	Term 4, Week 5	
Kaiako will be supported in using the Te Urungi NZCER assessment to track their own progress in Te Reo Māori proficiency.	Principal	Te Ao Māori Lead	$300 for Te Urungi NZCER Te Reo Māori Assessment	Term 1, Week 10 and Week 3, Term 4	
Year 5-8 student sample group will complete the NZCER Taku Reo assessment, and the results will be analysed.	Principal	Te Ao Māori Lead	1 release day	End of Term 2	
Provide internal and external PLD opportunities to deepen teachers' understanding of Te Ao Māori.	Principal	Te Ao Māori Lead	As identified	Week 5, Term 4	
Create a resource to support a termly focus on Mātauranga Māori.	Principal	Te Ao Māori Lead	2 release days	Term 2, Week 10	

Goal 2: **We learn in partnership** to ensure a safe, responsive, mana-enhancing and inclusive learning environment for all.	Goal Success Statements: ● All ākonga, whānau and staff feel safe, valued and able to support one another to be the best they can be

Initiative 1: Gifted Learners Project - including the 'Wonder Project' and the 'Case Study Project'

Outcome: Ākonga with giftedness in one or more of a wide range of domains are identified and supported to flourish.	Measures: ● SLT survey (Term 1 and 3) ● Kaiako survey (Term 3) ● Whānau Survey (Term 3) ● Reflections from Wonder Project and Case Study Project. Akōnga voice, Whānau voice and Kaiako voice ● Completed documentation / self-review cycle

Key Actions	Accountable to	People Responsible	Resources	Complete by	Review
Establish processes that enhance transparency, cohesion, and coordination regarding educational psychologists' reports.	Deputy Principal - SENCO	Pumanawa Gifted Learners Lead/Pumanawa Gifted Learners Team	Team Leaders Inclusion and Support Flowcharts	End of term 3	
Begin to track progress of Gifted Learners regarding learning, social and emotional needs.	Deputy Principal - SENCO	Pumanawa Gifted Learners Lead/Pumanawa Gifted Learners Team	HERO, Brooke Trenworth - fees for Brooke TBC RTLB - Jodi Simpson AST - Cristy Yonetani	End of term 4	
Embed identification processes utilising the Wonder Project, along with markers for characteristics and domains.	Deputy Principal - SENCO	Pumanawa Gifted Learners Lead/Pumanawa Gifted Learners Team,	RTLB - Jodi Simpson AST - Cristy Yonetani	End of term 3	
Provide PLD to equip teachers with the skills and resources needed to identify and deepen their understanding of planning for Pūmanawa Gifted Learners.	Deputy Principal - SENCO	Pumanawa Gifted Learners Lead/Pumanawa Gifted Learners Team,	RTLB - Jodi Simpson AST - Cristy Yonetani 10 days release for PLD. 5 may be picked up by RTLB	End of Term 4	
Review and enhance IEP and ILP processes to ensure they effectively meet the needs of multi-exceptional learners.	Deputy Principal - SENCO	Pumanawa Gifted Learners Lead/Pumanawa Gifted Learners Team	Jo Smith DP Curriculum RTLB - Jodi Simpson AST - Cristy Yonetani	End of term 2	

Initiative 2: PB4L - Tier 2 (continue with Tier 1 practices)

Outcome:
Ākonga are supported to manage their emotions and behaviour in consistent and mana-enhancing ways.

Measures:
● Team evidence of targeted interventions
● Survey of staff ability to use Tier 2 practices to support interventions
● Utilise NZCER Wellbeing@School tool to measure and analyse ākonga wellbeing

Key Actions	Accountable to	People Responsible	Resources	Complete by	Review
All new staff complete the Tier 1 and Tier 2 PB4L induction.	Deputy Principal - Curriculum	PB4L Lead Teacher	Induction process and Staff Only Day	Term 1, Week 5	
Teachers demonstrate consistent use of Tier 2 PB4L processes.	Deputy Principal - Curriculum	PB4L Lead Teacher/PB4L Team	PB4L Team meet twice a term	End of Term 3	
BTKOP is represented at all MOE PB4L hui.	Deputy Principal - Curriculum	PB4L Lead Teacher	Release as required for PB4L Lead Teacher	Ongoing	
PB4L is embedded in the PLD Plan.	Deputy Principal - Curriculum	PB4L Lead Teacher/Classroom Practices Team	1 x Staff PLD session per term	Term 4, Week 5	
Pilot Collaborative Problem Solving (PBS) approach with a teacher focus group.	Deputy Principal - SENCO	Teacher focus group	Release as required to support PLD	Term 4, Week 5	

Initiative 3: Cybersafety Project

Outcome:
Ākonga are supported through an agreed, consistent approach to behave safely in online environments.

Measures:
● Percentage of whānau engaged with an active and co-created model of cybersafety
● Number of project activities held
● Survey of whānau confidence in supporting ākonga in cyberspace

Key Actions	Accountable to	People Responsible	Resources	Complete by	Review
Cybersafety information shared regularly with whānau on team blogs.	Principal	ICT Lead Teacher	Team Leaders	Ongoing	
All teachers implement the school's cyber safety program.	Principal	ICT Lead Teacher	Staff Only Day and follow up in teams	Ongoing	
Host at least 1 cyber safety event/workshop for whānau.	Principal	ICT Lead Teacher	$1000 for event/speaker	Term 3, Week 10	
Guidelines for the use of Artificial Intelligence in teaching and learning at BTKOP are developed.	Principal	ICT Lead Teacher	1 day release	Term 4, Week 5	

Initiative 4: Culturally Connected Communities Project

Outcome: Cultural needs and identities of whānau and ākonga are valued and supported.		Measures: ● School newsletter posts about school-wide cultural events and activities ● Number of cultural events within the school for ākonga (and whānau) ● Engagement of whānau with cultural activities and events			
Key Actions	**Accountable to**	**People Responsible**	**Resources**	**Complete by**	**Review**
'Ko Wai Au?' presentations shared in Celebration Assemblies.	Deputy Principal - SENCO	ESOL Lead teacher	2.5 hours a term	Ongoing	
The school organises at least one cultural celebration event per year.	Principal	Team Leaders	Team Leaders	Term 4, Week 7	
Māori Whānau Hui are held at least twice a year, with feedback collected to inform future hui planning.	Principal	Te Ao Maori Lead	$150 for kai per hui	Term 4, Week 7	

Supplementary Initiative: Increasing Regular Attendance

Outcome: Increase in number of students attending school at least 90% of the time.		Measures: ● Daily Attendance Reporting ● Every Day Matters Reports			
Key Actions	**Accountable to**	**People Responsible**	**Resources**	**Complete by**	**Review**
Record attendance accurately using the new attendance codes.	Principal	Administration Team	New Attendance Code Guidelines	Term 1 onwards	
Further develop systems to help teachers monitor, track, and follow up on student attendance.	Principal	SLT	1 x Staff PLD session Team Meetings	Term 2, Week 5	
Create a team to oversee attendance and implement strategies that promote regular student attendance.	Principal	SLT	Release as required	Term 2, Week 7	