

## BHPS STRATEGIC GOALS 2024 - 2026

### GOAL 1: BHPS Learning

Improved Student Achievement with an emphasis on Literacy and Mathematics.

- 1.1 Respond to and Implement National Curriculum changes, including the Reading, Writing and Maths mandate.
- 1.2 Create a sense of belonging and hauora that supports and encourages socially capable students, through the implementation of Mitey, and support staff well-being.
- 1.3 Deliver an effective learning programme that meets the needs of our diverse learners, with an emphasis on Trauma Informed, and Culturally Sustaining practices.

### GOAL 2: BHPS Culture

To create student success through a strong sense of Cultural Identity, Belonging, and Connection, valuing the diversity of culture and need within our BHPS community.





- 2.1 Promote and support excellence and equity for diverse learners, in particular Māori and Pasifika.
- 2.2 Continue to weave Te Reo, Te Ao and Tikanga Māori visibly and authentically into school learning programmes and across our Kura.
- 2.3 Recognise, support and celebrate the diverse range of cultural backgrounds at BHPS, providing opportunities for cultural learning experiences for students and whānau.
- 2.4 Foster a developing relationship with Tangata Whenua to ensure we can reflect their aspirations for our kura, giving effect to enacting Te Tiriti o Waitangi and its principles in our curriculum.

### GOAL 3: BHPS Community

A cohesive school and community partnership fosters a strong sense of connection, pride and belonging.

- 3.1 Parents, Whānau and the community feel a sense of welcome, are engaged in supporting the learning of their tamariki and take part in the wider activities of the school.
- 3.2 Students and staff are provided with personal and professional growth opportunities.
- 3.3 Community feedback is sought and responded to in multiple ways to enhance relationships between the school and community.

## The PLANNING AND REPORTING Process utilising the BHPS INQUIRY

Bring It	Handle It	Process It	Share It
			
<p>At Beach Haven, to <b>BRING</b> it means that as Students, Staff and a Community we;  <i>Gather together, wonder about and discuss our direction, research our options, and discuss and question our plan.</i></p> <p><b>HOW OUR PLAN WAS CREATED:</b></p> <p>To create our Strategic Plan the BHPS Board of Trustees used information from our Annual Consultation Evenings, End of year and Middle of year achievement data, Hui, Fono, and Surveys (including the Inclusive Practices Survey, and Mitey feedback).</p>	<p>At Beach Haven, to <b>HANDLE</b> it means that as Students, Staff and a Community we;  <i>Investigate our options, redefine our plans, organise our ideas and decide our actions.</i></p> <p><b>HOW WE DETERMINED PRIORITIES:</b></p> <p>This part of the process included compiling the information and working alongside SLT to look at where we are, where we want to be and the pathways to get there.</p>	<p>At Beach Haven, to <b>PROCESS</b> it means that as Students, Staff and a Community we use data to;  <i>Work on our plans, design and action the next steps, and increase our understanding.</i></p> <p><b>HOW THE DATA WAS USED:</b></p> <p>This involved shifting through the various data, aligning it with the Ministry of Education and Government Policies and priorities (NELP's/Ka Hikitia/Pasifika Plan...)</p>	<p>At Beach Haven, to <b>SHARE</b> it means as Students, Staff and a Community we;  <i>Celebrate our successes, reflect on and review our progress and redefine our priorities</i></p> <p><b>HOW THE DRAFT AND FINAL WILL BE SHARED:</b></p> <p>Compile a draft for the Annual Consultation Hui, and after changes, publish on our website and to MOE</p>

## Alignment to the National Educational Priorities (NELPS)

NELP Objective One: Learners at the Centre	NELP Objective Two - Barrier-Free Access	NELP Objective Three: Quality Teaching and Leadership
Priority One - Places of learning are safe, inclusive and free from racism, discrimination and bullying	Priority Three - reduce barriers for all, including Māori and Pacific Learners, disabled learners and those students with learning support needs	Priority Five - meaningfully incorporate te reo Māori and tikanga Māori into everyday learning.
Priority Two: - High aspirations for every learner/ākonga, supported by partnership with whānau and communities to design/deliver education that responds to their needs, and sustains identities, languages and cultures	Priority Four - Ensure every learner gains foundation skills, including language, literacy and numeracy.	Priority Six:- Develop staff to strengthen teaching, leadership and learner support capability across the workforce

## STRATEGIC and ANNUAL GOAL SUMMARY

Strategic Goal	One:	Two:	Three:
	Improved Student Achievement with an emphasis on Literacy and Mathematics.	To create student success through a strong sense of cultural identity, belonging, and connection, valuing the diversity of culture and needs within our BHPS community.	A cohesive school and community partnership that fosters a strong sense of connection, pride and belonging
Annual Target	During 2025 we will strengthen student achievement through the embedded implementation of structured literacy approaches and the new mathematics curriculum while deepening our engagement with local curriculum design and the refreshed New Zealand Curriculum framework, maintaining our commitment to student and staff Hauora through Mitey.	Throughout 2025, we will deepen our commitment to cultural responsiveness by strengthening partnerships with whānau and the community, enhancing our Te Tiriti-based practices, and embedding culturally sustaining pedagogies across all learning areas. We will support all teachers in achieving and maintaining Level 4 status while increasing authentic engagement opportunities for all cultural groups within our school community.	We will enhance authentic community partnerships through co-designed initiatives that reflect our local curriculum, strengthen whānau engagement in learning, and create meaningful leadership opportunities for students and community members, as evidenced by increased whānau participation in learning-focused engagement and community voice in school direction.
What we expect to see by the end of the year	By the year's end, we will see accelerated student progress through the systematic implementation of structured literacy practices and the new mathematics curriculum, supported by evidence-based assessment practices. Learning programs will demonstrate strong alignment with the refreshed curriculum, incorporating local contexts and cultural narratives. Student and staff well-being will be enhanced through continued focus on hauora, trauma-informed practices, and culturally responsive pedagogies. There will be clear	By the year's end, we will see strengthened cultural partnerships evidenced by increased whānau engagement in learning design and school decision-making. Te Reo Māori and tikanga will be naturally integrated across all learning areas, supported by the refreshed curriculum framework. There will be visible growth in culturally sustaining practices, particularly supporting Māori and Pasifika achievement through authentic learning experiences. Student and whānau voices will show strengthened feelings of belonging and cultural identity, with clear evidence of reciprocal relationships	By the year's end, we would expect to see established reciprocal partnerships with whānau and the community actively shaping our local curriculum and learning experiences. Teachers would demonstrate culturally responsive practices in their engagement with families, with clear evidence of whānau voice influencing teaching and learning decisions. Student and community leadership capabilities would be strengthened through authentic opportunities to lead and contribute to school initiatives. Regular, meaningful feedback loops would be embedded, ensuring community perspectives actively inform school development, with particular

	evidence of differentiated learning pathways that support diverse learners through Universal Design for Learning principles and systematic assessment-based instruction.	between school and community. Our commitment to Te Tiriti o Waitangi will be evident through leadership practices, local curriculum design, and teaching approaches.	emphasis on engaging with diverse community groups and celebrating their contributions to our school culture.
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## Whole School Annual Implementation Plan - Year 2 (2025)

<b>Strategic Goal 1:</b>	Improved Student achievement with an emphasis on Literacy and Mathematics	
<b>Annual Target - Goal 1:</b>	We will strengthen student achievement through the embedded implementation of structured literacy approaches and the new mathematics curriculum while deepening our engagement with local curriculum design and the refreshed New Zealand Curriculum framework, maintaining our commitment to student and staff hauora through Mitey.	
<b>NELP:</b>	1, 2, 3, 4, 5, 6	
<b>Links to Educational Requirements:</b>	<p>One Hour a day <a href="https://newzealandcurriculum.tahurangi.education.govt.nz/5637194830.p?activeTab=tab:5">https://newzealandcurriculum.tahurangi.education.govt.nz/5637194830.p?activeTab=tab:5</a>  Te Mātaiaho and the Common Practice Model <a href="https://curriculumrefresh.education.govt.nz/te-mataiaho">https://curriculumrefresh.education.govt.nz/te-mataiaho</a>  Kahikitia <a href="https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/">https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/</a>  Action Plan For Pacific Education <a href="https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education/">https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education/</a>  Attendance and Engagement Strategy <a href="https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/">https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/</a></p>	
<b>Strategic Outcomes:</b>	<b>Measurement of Success - what we expect to see:</b>	
<p><b>1.1 Curriculum, Mandate, and Assessment Implementation</b></p> <ul style="list-style-type: none"> <li>● <b>2025 Outcome:</b> Full integration of the Government/MOE 1 Hour a Day mandate in Reading, Writing, and Mathematics,</li> </ul>	<p><b>1.1 Measurement of Success:</b></p> <ul style="list-style-type: none"> <li>● <b>Implementation:</b> <ul style="list-style-type: none"> <li>○ 100% of teachers incorporate structured literacy practices and the new mathematics framework, as evidenced by planning documents, observations, and feedback.</li> </ul> </li> </ul>	

with a focus on embedding structured literacy practices and the refreshed mathematics curriculum. The BHPS curriculum will reflect the refreshed NZC, emphasising the "learning that matters" and providing clear expectations for planning, delivery, assessment, and reporting.

- **Key Additions:**
  - **Structured Literacy Practices:** All staff implement structured literacy approaches, including explicit, systematic phonics instruction, vocabulary development, and comprehension strategies.
  - **Mathematics Curriculum Changes:** The refreshed mathematics curriculum will emphasise problem-solving, reasoning, and number sense, ensuring alignment with government priorities and evidence-based practices.

### 1.2 Student and Staff Wellbeing

- **2025 Outcome:**

Students are engaged and actively participating in the Mitey programme, with visible improvements in social-emotional skills.

Staff wellbeing is enhanced through expanded pastoral care initiatives and professional development in wellbeing strategies.

Student wellbeing is supported through strengthened SENCO systems, early intervention for identified needs, and family engagement.

Attendance for all students is maintained at 90% or higher, with tailored support for those below this threshold.

### 1.3 Achievement and Pedagogical Practices

- **2025 Outcome:**

85% or more of students are achieving At or Above in Reading, Writing, and Mathematics, with accelerated progress for students previously identified as below expectations.
- Diverse learners are fully supported through

- Curriculum documentation reflects integration of structured literacy and mathematics changes, aligned with the NZC refresh.
- **Teacher Confidence:** Staff confidence in delivering structured literacy and updated mathematics approaches increases, as measured by professional development evaluations and teacher surveys (targeting 90% satisfaction).
- **Student Progress:** Assessment data, including phonics, reading comprehension, and numeracy benchmarks, shows consistent improvement across all year levels.

### What We Expect to See:

- Students demonstrating stronger foundational skills in literacy, such as improved decoding, fluency, and comprehension.
- In mathematics, students display improved problem-solving skills and deeper conceptual understanding of number sense and operations.
- Cohesive alignment between assessment, planning, and reporting that reflects government mandates and curriculum updates.

### 1.2 Measurement of Success:

- **Mitey Programme:** Participation and impact of the programme are tracked through surveys and well-being assessments, showing increased resilience and emotional literacy among students.
- **Staff Wellbeing:** A staff wellbeing survey results indicate an improvement in satisfaction with pastoral care systems.
- **Student Attendance:** Attendance data shows sustained or improved rates above 90% for most students, with fewer than 5% requiring additional attendance interventions.

**What We Expect to See:** Reduction in student referrals for emotional or behavioural concerns and increased engagement from whānau in wellbeing initiatives.

### 1.3 Measurement of Success:

- **Achievement Data:** End-of-year achievement data shows 85% or more of students meeting or exceeding benchmarks in Reading, Writing, and Mathematics.
- **Interventions:** Progress tracking for Tier 1-3 interventions demonstrates at least one year's growth for students involved.
- **Cultural Responsiveness:** Teacher appraisals and lesson observations confirm that culturally responsive practices are embedded in at least 90% of classrooms.

<p>targeted Tier 1-3 interventions, resulting in measurable progress in identified areas.</p> <ul style="list-style-type: none"> <li>● Culturally responsive and sustaining pedagogies are consistently embedded across the school, alongside trauma-informed practices that support holistic student development.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Trauma-Informed Practices:</b> Decreased behaviour referrals and increased engagement, as observed through behavioural data and student voice surveys.</li> </ul> <p><b>What We Expect to See:</b> Improved equity in outcomes for priority learners, including Māori, Pasifika, and students with additional learning needs</p>
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<b>Senior Leadership Team Implementation Plan: ALL GOALS 2025 (aligned with Government Educational Priorities)</b>	
<b>Actions:</b>	<b>Evidence of Success:</b>
<p><b>1. Student Achievement, Well-being, and Curriculum Implementation</b> (Aligns with <b>Student Achievement, Quality Teaching, and Well-being</b>)</p> <ul style="list-style-type: none"> <li>● Ensure the structured literacy and mathematics mandate is implemented school-wide, aligning with the refreshed NZC, focusing on improving literacy and numeracy for all students, particularly those at risk.</li> <li>● Implement targeted interventions (Tier 1-3) with MST, LST, KMPST, and SENCO, focusing on accelerating achievement for Māori, Pasifika, and other at-risk students.</li> <li>● Strengthen the Mitey programme and pastoral care systems, monitoring student attendance, engagement, and well-being, to improve overall student outcomes.</li> </ul>	<p><b>Measurement of Success:</b></p> <ul style="list-style-type: none"> <li>● Achievement data shows progress in literacy and mathematics, with a focus on students at risk.</li> <li>● Intervention strategies, including support from MST, LST, KMPST, and SENCO, are effectively accelerating student outcomes.</li> <li>● Attendance rates improve, and well-being metrics show positive results from the Mitey programme and pastoral interventions.</li> <li>● Curriculum delivery aligns with the refreshed NZC, and Team Leaders demonstrate ongoing reflection and adaptation to ensure teaching practices are in sync with the new curriculum.</li> </ul>

## **2. Cultural Responsiveness and Community Engagement**

(Aligns with **Cultural Responsiveness, Well-being, and Student Engagement**)

- Support TEs and KMPST to lead the integration of Te Reo, Te Ao, and Tikanga Māori into the curriculum, ensuring cultural practices are embedded across all subjects, supporting Māori and Pasifika students' achievement.
- Alongside BoT, TEs and KMPST, engage whānau through structured community consultation, ensuring their voice influences school practices and Māori learners' success.
- Support teachers, with the assistance of TEs and KMPST, in embedding culturally sustaining pedagogy, increasing the visibility of Māori culture and language, and promoting equity across all groups.

## **3. Leadership, Professional Growth, and Systemic Improvement** (Aligns with **Quality Teaching, Systemic Improvement, and Professional Learning and Development**)

- Facilitate professional learning and development (PLD) for all staff, focusing on structured literacy, mathematics, and culturally responsive teaching practices.
- Strengthen data systems for assessment, reporting, and monitoring, ensuring alignment with the NZC refresh and tracking progress in student achievement.
- Support Team Leaders, Improvement teams, and the Support Teachers to ensure adequate resourcing, effective implementation of the 1-hour per day mandate, NZC changes and integration of digital tools to enhance learning.
- Work with MAC re Iwi.

### **Measurement of Success:**

- Greater visibility of Māori language and culture in the classroom, with improved outcomes for Māori and Pasifika learners.
- Increased whānau and iwi participation in school decision-making and educational outcomes.
- A school environment where all students feel valued and culturally represented.
- Te Reo, Te Ao, and Tikanga Māori are embedded in curriculum delivery, and the school meets Level 4 funding criteria.

### **Measurement of Success:**

- All staff are engaging in ongoing, targeted PLD, improving teaching practices in literacy, mathematics, and cultural responsiveness.
- Data systems are refined and regularly used for monitoring progress, with clear evidence of student achievement improvements.
- Digital tools are integrated into teaching, enhancing student learning and engagement, with positive impacts on academic achievement.
- Relationship with Iwi

## Annual Goal One - Team Implementation Plan

### Pohutukawa Team - Year 1-3

#### Actions:

#### Evidence of Success:

#### Annual Target One:

##### Team Actions:

- 1.1 - Use structured literacy resources (BSLA and The Code) and strategies to support all learners, including those with additional learning needs.
- Collaborate to share best practices and ensure consistency in approach across all year levels.
- 1.2 - Use DMIC pedagogy to enhance Maths Practices with the Refreshed Curriculum.
- 1.3 - Align planning and assessment practices with the updated BHPS curriculum and the refreshed NZC to ensure consistency and clarity.

- 1:1 - Planning, classroom programme and evidence in student books. Improvement is tracked through regular assessments and teacher observations. Individualised programme in the Acceleration Stories. Collaborative planning.
- 1:2 - Collaborative unit planning, observations, maths practices, ICS by DMIC mentors and MST
- 1:3 - Formative and Summative assessments aligned with curriculum goals.

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#### Team Leader Actions:

- 1.1 - Ongoing professional development on structured literacy (LST) and maths (MST).
- 1.2 - Regularly review team planning and teaching practices to ensure the full implementation of the MOE's 1 Hour a Day mandate.
- 1.3 - Support teachers in setting clear expectations for student progress and achievement using the new curriculum refresh.

- 1.1 Swivl observations, reflections, ICS. Implementation of 'The Code' PLD, peer observations
- 1.2 - Planning and timetabling, collaborative planning
- 1.3 - Hero goals updated regularly. Acceleration stories. LTF.



**Totara Team - Years 4-6**

**Actions:**

**Evidence of Success:**

**Team Actions:**

1.1 - Utilise structured literacy resources, such as *The Code*, and effective strategies to support the learning needs of all students, including those with additional challenges.

1:1 - Planning, Classroom programme and evidence in student notebooks. Improvement is tracked through regular assessments and teacher observations. Individualised programme in the Acceleration Stories. Collaborative planning.

1.2 - Consistently integrate DMIC pedagogy to strengthen math practices in accordance with the Refreshed Curriculum.

1:2 - Collaborative unit planning, observations, maths practices, ICS by DMIC mentors and MST

1.3 - Integrate planning and assessment practices with the updated BHPS curriculum and the refreshed NZC to foster consistency and clarity.

1:3 - Formative and Summative assessments aligned with curriculum goals.

**Team Leader Actions:**

1.1 - Ongoing professional development on structured literacy and Maths with support from LST and MST.

1:1 - Observations and feedback, ICS support with a successful implementation of Literacy and Maths programmes in classrooms. Team Meetings focused on classroom practices and sharing what is working well and what support could be provided. Sharing resources.

1.2 - Continuously evaluate team planning and teaching practices to ensure full compliance with the MOE's 1 Hour a Day mandate.

1:2 - Weekly walkthroughs. Teacher Planning. Evidence-based conversations during Team meetings and LTFs.

1.3 - Support teachers in establishing clear expectations for student progress and achievement through the use of the refreshed curriculum.

1:3 - Clear pathway and collaborative teacher discussions at Team meetings. Measurable learning objectives and teaching practices align with the refreshed curriculum, focusing on student progress. Visible /documented student feedback.

**Support Teachers and Improvement Teams**

**Actions:**

**Evidence of Success:**

**LST**

- 1.1 - Support teachers to navigate the new curriculum.
- 1.2 - Continue to provide in-class support to ensure best teaching practices in Reading and Writing.
- 1.3 - Strengthen moderation of teaching and assessments to ensure teaching and learning is culturally responsive.

- 1.1. Teachers will have an in-depth understanding of the new curriculum and its application in classroom practice.
- 1.2 - This will reflect on student achievement and teacher capability.
- 1.3. Improvement in student achievement in Reading and Writing.

**MST**

- 1.1 Sustain and support DMIC pedagogy aligned with the curriculum refresh.
- 1.2 Continuing with Maths practices supported by assessments.
- 1.3 MST and DMIC ICS for all.

- 1.1 - Collaborative planning and support with assessments and moderation.
- 1.2 - Culturally responsive teaching practices to support teachers and learners.
- 1.3 - Support given to new staff, from MST and ICS support by DMIC mentors through observations
  - ICS from DMIC mentors for all.
  - Ongoing observations by MST

**KMPST**

- 1.1 - Regularly monitor and report on the academic progress and well-being of Māori and Pasifika students.
- Develop a tracking sheet for our Māori and Pasifika target students to effectively track their acceleration in Reading, Writing and Maths.

- 1.1 - Use data to identify areas for improvement and suggest targeted interventions for teams to support in class T1 programmes.
- Tracking sheets will be updated and analysed continuously over the year and used to inform where support is required. By week 8/9 of each term notify the following terms mahi.

**Curriculum Team**

- 1.1 /1:3
- Ensure our Inquiry learning is well integrated across the mandated Curriculum to ensure effective, purposeful, and meaningful coverage of all learning areas.

- 1.1 - Evident in teachers’/team planning - clear links to all mandated Curriculum areas.
- 1:3 - Collaborate with LST, MST, KMPST, and Enviro Team, to ensure that we meet our diverse learners' needs.
- Working alongside LST, MST, KMPST, and Enviro Team, to ensure curriculum



<b>Strategic Goal 2:</b>	To create student success through a strong sense of cultural identity, belonging, and connection, valuing the diversity of culture and needs within our BHPS community	
<b>Annual Target - Goal 2:</b>	Throughout 2025, we will deepen our commitment to cultural responsiveness by strengthening partnerships with whānau and the community, enhancing our Te Tiriti-based practices, and embedding culturally sustaining pedagogies across all learning areas. We will support all teachers in achieving and maintaining Level 4 status, while increasing authentic engagement opportunities for all cultural groups within our school community.	
<b>NELP:</b>	1, 2, 3, 5	
<b>Links to Educational Requirements:</b>	<p>Ka Hikitia  <a href="https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/">https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/</a>  Action Plan For Pacific Education  <a href="https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education/">https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education/</a>  Attendance and Engagement Strategy  <a href="https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/">https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/</a></p>	
<b>Strategic Outcomes:</b>	<b>Measurement - what we expect to see:</b>	
<p><b>2.1 Academic Achievement and Equity for Diverse Learners</b></p> <ul style="list-style-type: none"> <li>● <b>2025 Outcome:</b> Improve academic achievement and educational opportunities for diverse learners, particularly Māori and Pasifika students, by embedding culturally responsive teaching, utilising targeted initiatives, and implementing evidence-based strategies to enhance excellence and equity.</li> <li>● <b>Key Focus Areas:</b> <ul style="list-style-type: none"> <li>○ Strengthen partnerships with whānau and iwi to co-design strategies that support Māori and Pasifika learners.</li> </ul> </li> </ul>	<p><b>2.1 Measurement of Success:</b></p> <ul style="list-style-type: none"> <li>● <b>Achievement:</b> By the end of 2025, 85% of Māori and Pasifika students achieve At or Above curriculum expectations in Reading, Writing, and Mathematics.</li> <li>● <b>Targeted Support:</b> Evidence of accelerated progress for Māori and Pasifika students through Tiered interventions (1-3).</li> <li>● <b>Teacher Practices:</b> Observations and appraisal data indicate that culturally sustaining teaching practices are consistently implemented in at least 90% of classrooms.</li> </ul> <p><b>What We Expect to See:</b></p> <ul style="list-style-type: none"> <li>○ Increased engagement from Māori and Pasifika students, reflected in student voice surveys and attendance rates.</li> <li>○ Regular collaboration with whānau and iwi in developing learning goals and celebrating student success.</li> </ul>	

- Integrate culturally sustaining pedagogies into teaching practices across all learning areas.
- Increase the use of student progress data to monitor and address disparities.

## 2.2 Integration of Te Reo, Te Ao, and Tikanga Māori

- **2025 Outcome:**  
Authentically integrate Te Reo, Te Ao, and Tikanga Māori across all curriculum areas, achieving schoolwide consistency in practices that uphold Te Tiriti o Waitangi, and reaching Level 4 funding for most classes by mid-2025.
- **Key Focus Areas:**
  - Deliver professional learning and development (PLD) for staff to confidently embed Te Reo, Te Ao, and Tikanga Māori into daily teaching.
  - Develop curriculum resources that incorporate mātauranga Māori across subjects.
  - Increase the visibility of Māori culture in the school environment through signage, displays, and events.

## 2.3 Celebrating and Supporting Diverse Cultural Backgrounds

- **2025 Outcome:**  
Establish and achieve measurable milestones for recognizing, supporting, and celebrating the diverse cultural backgrounds within the school community, providing meaningful opportunities for students and whānau to engage in cultural learning experiences.
- **Key Focus Areas:**
  - Expand authentic engagement opportunities for all cultural groups, including whānau hui and cultural festivals.
  - Develop a schoolwide cultural calendar to

## 2.2 Measurement of Success:

- **Funding Levels:** 90% of classes achieve Level 4 funding by July 2025.
- **Teacher Practices:** All teachers demonstrate increased use of Te Reo Māori and Tikanga Māori, evidenced by lesson observations and self-reports.
- **Student Engagement:** Student voice surveys show a measurable increase in understanding and appreciation of Te Reo and Māori culture.

## What We Expect to See:

- Regular use of karakia, waiata, and tikanga in classrooms.
- Curriculum units that reflect a balanced integration of Te Ao Māori perspectives.
- Greater participation in iwi and whānau-led cultural initiatives.

## 2.3 Measurement of Success:

- **Cultural Events:** A minimum of three school wide cultural events or celebrations are held annually, with participation from at least 80% of families.
- **Curriculum Integration:** Evidence of diverse cultural perspectives included in curriculum planning and teaching resources.
- **Whānau Engagement:** Attendance at cultural consultation hui increases by 20% compared to 2024.

## What We Expect to See:

- Students demonstrate greater cultural understanding and pride in their heritage through class projects, performances, and feedback.
- Enhanced community connections with active participation from a broad range of cultural groups.

highlight key cultural events and learning opportunities.

- Incorporate diverse cultural perspectives into the curriculum, with whānau input.

#### **2.4 Partnership with Tangata Whenua and Effectiveness of Te Tiriti o Waitangi Implementation 2025 Outcome:**

Take meaningful steps toward identifying the appropriate iwi to partner with, overcoming existing barriers, and beginning to develop a relationship that will guide the integration of tangata whenua perspectives into the curriculum, ensuring alignment with Te Tiriti o Waitangi principles, and continue to work with MAC/MoE to work towards meeting this goal. This is an ongoing goal.

##### **Key Focus Areas:**

- Collaborate with MAC and the MoE to clarify processes and identify the appropriate iwi for partnership.
- Establish initial communication with the identified iwi and tangata whenua, focusing on relationship building and trust.
- Create a phased action plan to co-develop and implement curriculum content informed by iwi input.

#### **2.4 Measurement of Success:**

- **Identification:** The appropriate iwi is identified in 2025, through collaboration with MAC, the MoE, and available local resources.
- **Initial Engagement:** At least one formal meeting or hui is held with iwi representatives, to begin establishing a relationship.
- **Planning Steps:** A roadmap for iwi partnership and curriculum integration is co-designed by Term 4, 2025, with input from tangata whenua, MAC, and the school.
- **What We Expect to See:**
  - Clear documentation of efforts to identify the correct iwi, including challenges encountered and how they were addressed.
  - Feedback from MAC and MoE indicating progress in establishing initial connections with tangata whenua.
  - Increased staff understanding of local iwi structures and protocols through professional development sessions.

The key measurement is that a relationship has been formed with a local iwi - ongoing mahi from 2024. Still in progress.

## Annual Goal Two - Team Implementation Plan

### Pohutukawa Team - Year 1-3

#### Actions:

#### Evidence of Success:

#### Annual Target Two:

##### Team Actions:

2.1 - Develop classroom initiatives that celebrate and integrate Māori and Pasifika languages, traditions, and histories in everyday learning.

2.2 - Use Te Reo Māori consistently in classroom routines, instructions, and conversations, and integrate mātauranga Māori across the curriculum.

2.3 - Partner with whānau and community members to bring cultural knowledge and experiences into the classroom (e.g., guest speakers, workshops, performances).

2.1 All teaching and learning will show evidence of culturally responsive practice. Language and culture will be visible and audible in each class.

2.2 Reo Māori will be used interchangeably with English in every classroom every day. There will be evidence of Mātauranga Māori and Te Ao Māori in the planning and teaching across the curriculum

2.3 Kaiako will collaborate with whānau, creating opportunities and space for the sharing of culture within the class.

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##### Team Leader Actions:

2.1 - Encourage staff to reflect on their teaching practices and adapt them to ensure all students feel valued and supported.

2.2 - Support staff in adapting existing resources to reflect a Māori worldview.

2.3 - Foster a collaborative culture where teachers share best practices for integrating cultural learning into everyday teaching.

2:1 - Visual displays of Paepae, pepeha, greetings and phrases in te reo and Pasifika languages. Celebrating language weeks. Sharing resources and expertise of KMPST.

2:2 Daily routines starting with Karakia and Paepae. Counting and instructions in te reo. Rerenga kōrero o te wiki is used and displayed in the classrooms and actively used as instructions.

2:3 - Events such as Language Weeks, Matariki, and Pasifika Day, where whānau will be invited to participate and engage in the celebrations.

## Totara Team - Years 4-6

### Actions:

#### Team Actions:

2.1- Create classroom initiatives that acknowledge and incorporate Māori and Pasifika languages, traditions, and histories into daily learning.

2.2 - Incorporate Te Reo Māori regularly in classroom routines, instructions, and discussions, while integrating mātauranga Māori throughout the curriculum.

2.3 - Collaborate with whānau and community members to enrich the classroom with cultural knowledge and experiences, such as guest speakers, workshops, and performances.

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#### Team Leader Actions:

2.1 - Encourage staff to reflect on and adjust their teaching practices to ensure that all students feel valued and supported.

2.2 - Guide staff in adapting existing resources to reflect a Māori worldview with support from KMPST.

2.3 - Cultivate a collaborative environment where teachers exchange effective practices for incorporating cultural learning into daily teaching.

### Evidence of Success:

2:1 - Visual displays of Paepae, Pepeha, greetings and phrases in te reo and Pasifika languages. Celebrating language weeks. Sharing resources and expertise of KMPST.

2:2 Daily routines starting with Karakia and Paepae. Counting and instructions in te reo. Rerenga kōrero o te wiki is used and displayed in the classrooms and actively used as instructions.

2:3 - Events such as Language Weeks, Matariki, and Pasifika Day, where whānau will be invited to participate and engage in the celebrations.

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2:1 - Through weekly informal walkthroughs, formal observations, and post-observation conversations. Reflective conversations at Team meetings and LTF conversations.

2.2 - Student engagement, Classroom environments reflect a Māori worldview, such as the use of Te Reo Māori, Māori symbols, and cultural references in displays, resources and classroom routines.

2.3 - Classroom observations, student voice and Lesson and Unit planning reflect the delivery of Te Reo, Te Ao and Tikanga Māori in classrooms.



- Teacher reflections and feedback on how they have integrated a Māori worldview into their resources and teaching practice, through reflective professional discussions.
- Collaborative planning and support from KMPST.

**Support Teachers and Improvement Teams**

**Actions:**

**Evidence of Success:**

**LST**

2.1 - Structured Literacy is consistently implemented in class with fidelity.

2.1. Consistent implementation of the SL.

**MST**

2.1 - Ensure that teachers are embedding DMIC culturally Responsive practice.

2.1 - Planning, walkthroughs and student voice.

**KMPST**

2.1 - Empower Māori and Pasifika students to have a voice in decision-making processes.  
 - Set up student cultural focus groups and meet regularly (twice a term) to discuss issues and ideas that they have to whakanui their cultures and their wellbeing.

2.1 - Minutes are taken at each meeting and shared with SLT, Students and whānau. Ideas are implemented as appropriate.  
 - Children are confident and willing to share ideas and participate in the decision-making process.

2.2 - Provide support opportunities for staff around culturally sustaining practices either in class, through in-house PD or by providing readings to be discussed and reflected upon either in team or staff meetings.

2.2 - Evidenced through Teacher reflections recorded, Meeting minutes.  
 - Conduct classroom observations or walkthroughs to observe the application of these practices.  
 - Gather feedback from both educators and students on the impact of culturally sustaining practices. Support from MAC.

**Curriculum Team**

2.2- Ensure authentic inclusion and integration of Te Ao Māori in Inquiry planning and learning.

2.3- Collaborate with KMPST/Community Team to organise the celebration of the diverse cultural heritage of our school community, ensuring that it is authentic and respectful.

**Digital Team**

2.1 - Ensure all digital platforms and tools are accessible and inclusive, catering to diverse learning styles, abilities, and backgrounds.  
- Ensure that digital content and materials represent diverse backgrounds, cultures, and perspectives.

2.2 - Source and trial digital initiatives and programmes that are Te Reo and Tikanga Māori based and also from other Pacific cultures.

**Community Team**

2.3  
Collaborate with the Curriculum Team, KMPST, FOTS and Student Leaders to provide opportunities for learning celebrations and events that meet the diversity of the BHPS community.

**SENCO**

2.1 Continue to support teachers and teacher aides to ensure all learners have success

**KA Raphael**

2.1 Continue support with TCM. The TCM is a matrix that follows a culturally responsive approach, ensuring that all learners succeed.

2:2- Te Ao and te reo Māori are visible in teachers’ planning and classroom environment.

-Collect student voice and do termly walk-throughs to support teachers in their integration of Te Reo Māori into their Inquiry learning.

-Te Ao and te reo Māori continued to be integrated into the Barefoot programme with the support from Matua Harry.

2:3- Te Wiki o te reo Māori, Matariki, and Pasifika Language Weeks are celebrated across the school with involvement from whānau and the community.

2.1/2 - A range of content in multiple formats, such as text, audio, and video, allowing learners to choose the format that best suits their preferences and needs, is available.

- Include images, examples, and scenarios that resonate with a broad range of learners.

2.3  
Students and whānau attendance at learning celebrations, parent/student/teacher conferences and events increase, in comparison to 2024 records.

2.1 Improvement in student achievement - shifts will be evident for Māori and Pasifika learners.

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<b>Strategic Goal 3:</b>	A cohesive school and community partnership that fosters a strong sense of connection, pride and belonging	
<b>Annual Target - Goal 3:</b>	We will enhance authentic community partnerships through co-designed initiatives that reflect our local curriculum, strengthen whānau engagement in learning, and create meaningful leadership opportunities for students and community members, as evidenced by increased whānau participation in learning-focused engagement and community voice in school direction.	
<b>NELP:</b>	1, 2, 6	
<b>Links to Educational Requirements:</b>	<p>Education and Training Act <a href="https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html">https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html</a></p> <p>Schools Planning and Reporting <a href="https://www.education.govt.nz/school/schools-planning-and-reporting/">https://www.education.govt.nz/school/schools-planning-and-reporting/</a></p> <p>One Hour a day <a href="https://newzealandcurriculum.tahurangi.education.govt.nz/5637194830.p?activeTab=tab:5">https://newzealandcurriculum.tahurangi.education.govt.nz/5637194830.p?activeTab=tab:5</a></p> <p>Te Mātaiaho and the Common Practice Model <a href="https://curriculumrefresh.education.govt.nz/te-mataiaho">https://curriculumrefresh.education.govt.nz/te-mataiaho</a></p> <p>Kahikitia <a href="https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/">https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/</a></p> <p>Action Plan For Pacific Education <a href="https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education/">https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education/</a></p> <p>Attendance and Engagement Strategy <a href="https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/">https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/</a></p>	
<b>Strategic Outcomes:</b>	<b>Measurement - what we expect to see:</b>	
<p><b>3.1 Welcoming Environment and Whānau Engagement</b></p> <ul style="list-style-type: none"> <li>● <b>2025 Outcome:</b> Strengthen the school’s welcoming environment by co-designing initiatives with whānau and community members to support tamariki learning and increase participation in school activities. Ensure engagement reflects diverse cultural identities and fosters a strong sense of belonging.</li> <li>● <b>Key Focus Areas:</b> <ul style="list-style-type: none"> <li>○ Enhance the physical and cultural visibility of a welcoming environment,</li> </ul> </li> </ul>	<p><b>3.1 Measurement of Success:</b></p> <ul style="list-style-type: none"> <li>● <b>Participation Rates:</b> Attendance at school events and learning workshops increases by 20% compared to 2024.</li> <li>● <b>Engagement Feedback:</b> Whānau surveys indicate a 90% satisfaction rate with the school’s welcoming and inclusive practices.</li> </ul> <p><b>What We Expect to See:</b></p> <ul style="list-style-type: none"> <li>○ Higher whānau attendance at events such as parent-teacher meetings, hui, and cultural celebrations.</li> <li>○ Positive anecdotal feedback from whānau about feeling welcomed and valued within the school environment.</li> </ul>	

such as bilingual signage, inclusive spaces, and culturally appropriate protocols.

- Increase opportunities for whānau to engage in tamariki learning through co-created workshops, open classrooms, and celebration events.

### 3.2 Growth Opportunities for Students and Staff

- **2025 Outcome:**

Provide diverse and meaningful personal and professional growth opportunities for students and staff, with an emphasis on recent NZC developments, fostering leadership, resilience, and community connections.

- **Key Focus Areas:**

- Develop student leadership pathways through mentorship programs, involvement in co-designed community projects, and participation in school governance initiatives.
- Offer targeted professional development for staff that aligns with NZC, culturally sustaining pedagogy, inclusive practices, and leadership development.

### 3.3 Community Feedback and Collaboration

- **2025 Outcome:**

Establish and maintain robust channels for gathering and responding to

### 3.2 Measurement of Success:

- **Student Leadership:** At least 25% of students in Years 5-6 participate in structured leadership opportunities, such as peer mentoring, road patrol, environmental projects, or cultural initiatives.
- **Staff Growth:** 90% of staff complete professional learning opportunities, with at least 75% reporting enhanced confidence in NZC, and culturally responsive practices.

### What We Expect to See:

- Students demonstrating increased confidence in leadership roles, evident in school assemblies, events, and community projects.
- Staff applying new skills and strategies to support their professional growth and student outcomes.

### 3.3 Measurement of Success:

- **Feedback Channels:** Feedback mechanisms are utilized at least four times per year, with participation from 60% of whānau.
- **Response to Feedback:** Evidence of community feedback influencing at least three significant school decisions or initiatives annually.

community feedback, ensuring a strong partnership between the school and its stakeholders to inform decision-making and align with community aspirations. In particular new reporting requirements when released.

- **Key Focus Areas:**

- Expand feedback mechanisms, such as surveys, focus groups, and whānau hui, to collect diverse perspectives.
- Implement a transparent process for acting on community input and reporting back on progress.

- **What We Expect to See:**

- Increased trust and collaboration between the school and community, reflected in qualitative feedback and consultation attendance.
- Clear communication of outcomes from community input, fostering transparency and shared ownership.

## Annual Goal Three - Team Implementation Plan

### Pohutukawa Team - Year 1-3

#### Actions:

#### Evidence of Success:

#### Annual Target Three:

##### Team Actions:

3.1 - Implement culturally appropriate protocols in daily school routines, including pōwhiri for new families and mihi whakatau for visitors.

3.2 - Facilitate collaborative learning sessions, where staff share best practices and innovative teaching strategies.

3.3 - Introduce student voice initiatives, such as classroom suggestion boxes or student councils, to ensure diverse perspectives are considered.

3.1 Tīkanga will be visible throughout each classroom and evident in planning, classroom management, timetabling and organisation.

3.2 Team meeting minutes and reflections.

3.3 Student initiatives are put in place and are evident in the planning of the classroom programme.

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##### Team Leader Actions:

3.1 - Ensure cultural protocols (e.g., paepae, pōwhiri, karakia, and waiata) are embedded in school traditions.

3.2 - Implement a peer coaching and feedback system to encourage continuous professional growth.

3.3 - Ensure feedback collection is regular, structured, and inclusive, representing diverse perspectives within the school community.

3.1 Paepae is done daily in every class, ensuring karakia and waiata are part of our daily routine, visible in planning and teaching. Manuhiri are welcomed with pōwhiri regularly.

3.2 Professional growth reflections and coaching meeting minutes.

3.3 Feedback is collected, minuted and accessible.

### Totara Team - Years 4-6

#### Actions:

#### Evidence of Success:

**Team Actions:**

3.1- Incorporate culturally responsive practices into daily school routines, such as hosting pōwhiri for new families and mihi whakataua for visitors, to foster a welcoming and inclusive environment.

3.2 - Promote collaborative learning opportunities for staff to exchange best practices and explore innovative teaching strategies.

3.3 - Implement student voice initiatives, like classroom suggestion boxes or student councils, to actively involve students in decision-making and ensure a variety of perspectives are heard.

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**Team Leader Actions:**

3.1 - Embed cultural protocols, such as paepae, pōwhiri, karakia, and waiata, into school traditions to uphold and celebrate our cultural heritage.

3.2 - Establish a peer coaching and feedback system to support ongoing professional development and foster a culture of continuous improvement.

3.3 - Promote regular, structured, and inclusive feedback collection that reflects a wide range of perspectives from the school community.

3:1 - Continue to have an open-door policy and track whanau engagement.  
- Planning celebrations ( language weeks, International Day, Grandparents Day, etc) to involve parents.

3:2 - Learning-focused team meetings give teachers a platform to celebrate their successes and practices with their colleagues. Team Meetings and Learning Talk Framework Conversations.

- Trauma-informed practice. Visible in Kaiako's planning. Team meetings and TCM.

3:3 - Student Feedback surveys, student-driven class displays that reflect the ideas and interests expressed through student voice initiatives.

- Teacher reflections showing responsiveness to student needs and preferences. (TCM)

3:1 - Walkthroughs, Visuals in classrooms.

- 'See, hear and feel' inside and outside the classroom.

3:2 - Solution focused coaching, pre and post observation conversations, Peer observations and walkthroughs. Lesson studies model where teachers collaboratively observe their colleagues and have open conversations on teaching practices. Teacher Capability Matrix observations and feedback to reflect on best practices.

3:3 - Surveys are in place ( Consultation Meetings, Meet the teacher, Parent Teacher Interviews, Hui, Fono) Kindergarten afternoon tea to meet whanau.

- Communication with whanau through emails, face-to-face and Hero.

## Support Teachers and Improvement Teams

### Actions:

### Evidence of Success:

#### LST

3.1 Opportunities for whānau to be in-the-loop of the curriculum changes and how they can support at home.

3.1 Parents will know what students need to learn and how they can help.

3.2 Ongoing professional development to support student achievement.

3.2 Improvement in student achievement.

#### MST

3.1 - Enhance whānau involvement in tamariki mathematics learning by creating a culturally inclusive and welcoming environment.

3.1 - Organise family workshops where whānau can collaborate with teachers to understand how maths is taught in the classroom and explore ways to incorporate cultural knowledge in learning.  
Sharing successes on Hero

3.2 - Continue with In Class support and assessment moderation by DMIC mentors/MST

3.2 - Observations, Reflective conversations by teachers after observations and ,  
Moderation

#### KMPST

3.1 - Research options for developing language classes for whanau and staff and what that might look like in our school for our community.

3.1 - Gather feedback from the community and staff about the various languages we might like to see taught and who might have the expertise to do this.  
- Looking at other schools or community language courses and their models.

3.2 - Foster strong relationships with Māori and Pasifika communities. Invite community members to share their cultural knowledge and perspectives with students and staff.

3.2 - Collect feedback through whānau hui/fono, Google survey, Community consultation.  
- provide feedback materials in multiple languages to ensure inclusivity.

3.3 - Celebrate Māori and Pasifika cultural events within the school community to showcase the richness



of these cultures.

**Curriculum Team**

3.1/ 3.3 - Work in partnership with LST/MST/KMPST/SLT/Community to find ways to continue to support our whānau to engage with their children’s learning.

3:1/ 3.3- Assist in collecting parent/whānau voice to gather feedback on the school’s environment and curriculum.  
-Celebration of Learning days at the end of the term.  
-Utilise the expertise of our whānau and community to support Inquiry and cultural learning.

**Digital Team**

3.1 - Work alongside LST/MST/KMPST/ SLT to find ways to engage our whānau in our learning through digital means

3.1 - Inquiry celebration walkthroughs each term. Inquiry. Videos at the end of each term to share with whanau and community.

3.2 - Use our TV channel to share learning and help whanau become more engaged in school life.

3.2 - Whanau knows what has been happening in classrooms and upcoming events through watching our channel.

**Community Team**

3.1 Conduct a review of Community Team initiatives and supports (eg FoTs) to determine where the Community Team efforts are best utilised to support an increase in parent and whānau engagement.

3.1 The review would highlight which areas are of value.

3.3 Work with SLT to include a section in a survey around the quality and effectiveness of communication channels, that relates to the work of the Community Team.

3.3 Feedback from the community will direct the team on any improvements that need to be made. .

**SENCO**

3.1 Ongoing support for parents to engage in meetings to support the needs of their child

3.1 A whole team is wrapped around the student all working towards the same goals

**KA Raphael**

3.1 A part of the TCM is ensuring building relationships with whānau. Support teachers who are working in this capability.

3.2 Continue to work with teachers on the TCM - whānau communication, seeking feedback from parents, etc.

3.1 Movement in Capability 1 - Learning-Focused relationships

3.2 Available tools teachers can instantly use to gather feedback from parents and the community.