

## 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.


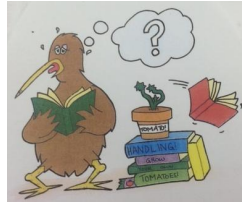


- 2.1 Promote and support excellence and equity for diverse learners, in particular Māori and Pasifika.
- 2.2 Continue to weave Te Reo, Te Ao and Tikanga Māori visibly and authentically into school learning programmes and across our Kura.
- 2.3 Recognise, support and celebrate the diverse range of cultural 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 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	We will have implemented the Government Mandate in Reading, Writing, and Mathematics and responded to any changes in the NZC refresh, ensuring student and staff hauora is strengthened through our Mitey programme.	By the end of the year, increase student engagement in culturally inclusive activities and initiatives, as measured by participation rates in cultural events, school events and parent/teacher reporting, with a move to L4 on the July roll return, fostering a stronger sense of cultural identity, belonging, and connection at BHPS.	During the year, strengthen the school and community partnership by initiating and successfully implementing at least three collaborative projects or events that actively engage both the school and the community, measured by community feedback
What we expect to see by the end of the year	By the year's end, we would see improved student achievement through the daily implementation of the one-hour mandate actions in literacy and mathematics. Concurrently, we would observe a strengthened sense of belonging and well-being (hauora) facilitated by the Mitey program. Effective learning programs for diverse learners will be evident, emphasising trauma-informed practices, Universal Design for Learning (UDL), and Culturally Responsive and Sustainable approaches.	By the year's end, we would observe active promotion and support for equity and excellence, especially for Māori and Pasifika students. This includes visible actions in Te Reo, Te Ao, and Tikanga Māori, showcasing a commitment to cultural inclusivity. Moreover, there would be evident actions addressing the support, recognition, and celebration of the diverse student population, with a focus on providing cultural opportunities. Additionally, specific actions reflecting a commitment to Tangata Whenua would be observable, contributing to a more inclusive and supportive educational environment.	By the year's end, outcomes would include an evident enhancement in the relationship between the school and the community, with teachers actively collaborating with whānau. This collaboration is reflected in actions demonstrating teachers' partnership with and involvement in the community. Additionally, leadership opportunities are established for staff and students, fostering a sense of empowerment and engagement. Furthermore, community feedback opportunities are implemented, ensuring an ongoing dialogue that enables the continuous improvement of the school-community partnership.

# Whole School Annual Implementation Plan - Year 1 (2024)

<b>Strategic Goal 1:</b>	Improved Student achievement with an emphasis on Literacy and Mathematics	
<b>Annual Target - Goal 1:</b>	We will have implemented the Government Mandate in Reading, Writing, and Mathematics and responded to any changes in the NZC refresh.	
<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>1.1 Implementation of the Government/MOE 1 Hour a Day mandate.</p> <p>Refreshed BHPS Curriculum that outlines the implementation of Reading, Writing and Math, including refreshed areas of the NZC, outlining the learning that matters, with clear expectations for planning, delivery, assessment and reporting.</p> <p>Assessment, reporting and monitoring systems align with the mandate and refreshed NZC expectations.</p> <p>1.2 Students are actively involved in the Mitey programme.</p>	<p>1.1 Annual Tracking of our implementation against MOE guidelines Regular reporting via the Principal's Report to the BoT Mid-Year Data Report/End-of-Year Analysis of Variance</p> <p>Refreshed BHPS Curriculum published on the BHPS website</p> <p>Clear and robust systems are in place, and evidence is seen through LTF Data meetings and Acceleration Plans, HERO posts and reporting to parents. Teacher planning and formative assessment practices are collaborative and reflect the mandate requirements, shared with and available to TL and SLT.</p> <p>1.2 Teachers are delivering engaging and structured Mitey learning sessions, monitored by collecting student feedback, and reporting to whānau via HERO.</p>	

Staff wellbeing is supported by current pastoral care systems.

Student well-being is supported by current pastoral care and SENCO systems.

Student attendance is at 90% or above. Students Identified with lower attendance are referred to the Attendance programme, and provided with appropriate support.

### 1.3

Students are achieving At or Above in Reading, Writing and Mathematics

- Students Identified as not reaching expected levels of achievement have been accelerated
- Our diverse learners are identified and supported by ....
- Culturally responsive and sustainable pedagogy underpins teaching and learning programmes
- Trauma-informed practices are utilised to support students

Staff have access to EAP, Coaching support, and PLD. Feedback is sought to gauge well-being, and the information is used to make improvements.

Students have access to counselling and pastoral care programmes. Student voice and HERO data are used to gauge the effectiveness of programmes and support.

Attendance is monitored and trends are identified. Appropriate support is accessed for those whose attendance is less than 90%. Effective communication channels with whānau are monitored and support is provided as required.

### 1.3

Targeted instruction strategies and support are implemented to accelerate students identified as not reaching expected levels.

- Acceleration plans are up-to-date and monitored. Formative and summative assessment practices show valued added improvements. Data is monitored for trends, strengths and barriers to guide instructional planning and acceleration interventions.
- Early identification measures such as phonological awareness data, Math snapshots, and teacher observations, allow for prompt intervention.
- Students new to BHPS are identified within a two-week period utilising the above early identification measures, so appropriate support can be provided.
- Diverse learners are provided with inclusive and differentiated instruction, which is evident in teacher planning and delivery. Regular monitoring via LTF, SENCO processes and TL systems is evident.
- Culturally Responsive and sustainable practices are evident, supported by the KMPST.
- Staff receive trauma-informed PLD, and evaluate the effectiveness of practices via staff feedback with TLs.

<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>	By the end of the year, increase student engagement in culturally inclusive activities and initiatives, as measured by participation rates in cultural events, school events and parent/teacher reporting, with a move to L4 on the July roll return, fostering a stronger sense of cultural identity, belonging, and connection at BHPS.	
<b>NELP:</b>	1, 2, 3, 5	
<b>Links to Educational Requirements:</b>	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>	
<b>Strategic Outcomes:</b>	<b>Measurement - what we expect to see:</b>	
<p>2.1 Improve academic achievement and educational opportunities for our diverse learners, in particular Māori and Pasifika students, through targeted initiatives, resulting in measurable increases in excellence and equity by the end of the 2024 school year.</p> <p>2.2 Integrate Te Reo, Te Ao, and Tikanga Māori authentically into school learning programs, achieving a measurable increase in the visibility and</p>	<p>2.1 Culturally Responsive Practices result in an improvement of academic performance and a reduction in the achievement gap, measured by achievement data.</p> <p>PLD that focuses on Culturally responsive and sustainable teaching methodologies, trauma-informed practice and UDL (Universal Design for Learning) equip teachers to support diverse learners, as measured by observations, student feedback and teacher self-reflection.</p> <p>Regular progress monitoring (via LTF, HERO and acceleration stories) ensures timely interventions are accessed to support tailored acceleration and pastoral care programmes, to address identified disparities.</p> <p>Attendance is regularly monitored and appropriate supports are accessed in a timely manner. Students who are identified with attendance needs show improved attendance.</p> <p>2.2 Classroom observations, student voice and Lesson and Unit planning reflect the delivery of Te Reo, Te Ao and Tikanga Māori in classrooms.</p>	

incorporation of Māori language, culture, and customs across all curriculum areas so that by the July return most classes have reached L4 funding.

### 2.3

Establish and achieve measurable milestones in recognizing, supporting, and celebrating the diverse cultural backgrounds at our school, while providing quantifiable opportunities for cultural learning experiences for students and whānau within a specified timeframe.

### 2.4

To work alongside MAC and MoE to determine which Iwi is appropriate to develop a relationship with Tangata Whenua to ensure we are giving effect to Te Tiriti o Waitangi and its principles into our curriculum.

Most classes have reached L4 MoE funding by the July return. Teachers are supported to reach L4 by the KMPST with tailored support. The MAC Measurable Gains Framework shows teacher progress.

The NZCER Te Reo Māori assessment tool is used to show progress.

### 2.3

Review school materials and visible elements of our kura (website/coms/displays) to evaluate the representation of diverse cultural representation.

Seek feedback from Hui/Fono/consultation events to determine how this partnership can be strengthened. Seek representatives for BoT.

A range of cultural events and celebrations are held across the school year where whānau partnership in the organisation and delivery of these events is visible.

Parent/Teacher/Student conferences show increased parental involvement.

Seek student feedback on their perceptions of cultural inclusivity and cultural learning experiences.

### 2.4

A relationship has been formed with a local iwi

<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>	During the year, strengthen the school and community partnership by initiating and successfully implementing at least three collaborative projects or events that actively engage both the school and the community, measured by community feedback	
<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>3.1 Establish and achieve measurable indicators of a welcoming environment, active engagement, and participation from parents, whānau, and the community in supporting the learning of their tamariki, and ensure their involvement in various school activities.</p> <p>3.2 Establish and achieve measurable goals for providing students and staff with diverse and quantifiable personal and professional growth opportunities.</p>	<p>3.1 Provide a range of whānau workshops to assist whānau with how they can support their child in their learning, with a focus on the mandate. Monitor attendance and seek feedback on the effectiveness of these workshops.</p> <p>Monitor and track attendance at Parent/Teacher/Student conferences and ensure systems are in place to engage with those who do not attend.</p> <p>3.2 Provide a range of professional development and support (MST/LST/KMPST) for staff evaluating the relevance and success of this support.</p> <p>Monitor coaching goals to ensure they reflect priorities and tie into LTF.</p>	



3.3  
Establish and achieve measurable goals for soliciting and responding to community feedback through various channels to strengthen relationships between the school and community.

Utilise existing frameworks to evaluate the success of PLD and support.

Utilise existing student voice systems to monitor student engagement and involvement in leadership opportunities, including student feedback on learning experiences.

3.3

Review and track the number and types of feedback available to the community, including tracking the adoption of changes suggested, and monitoring any implementation of change, to increase effectiveness.

Implement a range of mechanisms to solicit and respond to community feedback, including the use of HERO.