



**Beach Haven Primary School
ANNUAL PLAN
Target Action Plan 2023**

<p>Strategic Goal/Link: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Curriculum.</p>	<p>Target Area: Curriculum Area: Reading, Writing, Math Reporting: To MOE March 1st, Mid year report to BOT, End of Yr AOV</p>																						
<p>Annual Targets:- aligned to NELPs NELP Objective One: Learners at the Centre</p> <ol style="list-style-type: none"> Priority One - Places of learning are safe, inclusive and free from racism, discrimination and bullying Teachers will participate in PLD provided by MAC, Tui Tuia (Tapasa), DMIC, and Mitey. Mitey will be implemented in all classrooms. DMIC is in year 3 of implementation and will continue to be a foundational mathematical pedagogy. The Inclusive Practices Survey will be implemented in T2. 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 Teachers will continue developing and maintaining relationships with Whānau as a priority, reported and monitored via HERO, LTF and Acceleration Stories. <p>NELP Objective Two - Barrier-Free Access</p> <ol style="list-style-type: none"> Priority Three - reduce barriers for all, including Māori and Pacific Learners, disabled learners and those students with learning support needs See below for team targets Priority Four - Ensure every learner gains foundation skills, including language, literacy and numeracy. To lift and accelerate student achievement for all students identified as below the NZC in Math, Writing and Reading to At or above expected levels as assessed against the NZC, by the end of the year. <p>NELP Objective Three: Quality Teaching and Leadership</p> <ol style="list-style-type: none"> Priority Five - meaningfully incorporate te reo Māori and tikanga Māori into everyday learning Teams will participate in te Whakamānawaita te Reo PLD, supported in their classroom practice by our KMPST and MAC. Develop staff to strengthen teaching, leadership and learner support capability across the workforce Teams will participate in/lead a coaching relationship/LTF and are involved in PLD for DMIC, Structured Literacy, Mitey and Te Reo, supported by our LST, MST and KMPST. <p><i>Kahui Ako - To lead and support the implementation of the KA Achievement Challenges, with a particular focus on the implementation of the NZC Refresh</i></p> <p>PLEASE NB: These are our BHP's Annual OVERALL targets – these are further refined and broken down into sub-targets under each team learning area, based on data analysis and student needs. Each target is aligned with one or more of the NELP objectives/priorities.</p>	<p>Student Target Group:</p> <table border="0"> <tr> <td>Gender:</td> <td>All</td> <td>Boys</td> <td></td> <td></td> <td></td> <td>Girls</td> </tr> <tr> <td>Ethnicity:</td> <td>All</td> <td>Maori</td> <td></td> <td></td> <td></td> <td>Pasifika/SN</td> </tr> <tr> <td>Level:</td> <td>All</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5 Yr6</td> </tr> </table>	Gender:	All	Boys				Girls	Ethnicity:	All	Maori				Pasifika/SN	Level:	All	Yr1	Yr2	Yr3	Yr4	Yr5 Yr6	<p>Historical Position:</p> <p>See Mid Year 2022t report</p> <p><i>Please NB: Below and Well Below are included – full analysis is available on request and includes breakdowns of why shifts have occurred, and includes data on Maori/Pasifika/Gender.</i></p> <p><i>In addition, this data includes a large percentage of students who are funded for ESOL/Special Needs/ORS. Full understanding of student achievement must take into account the significant variables across the school – see Analysis of Variance for Target Students, and full data reporting</i></p>
Gender:	All	Boys				Girls																	
Ethnicity:	All	Maori				Pasifika/SN																	
Level:	All	Yr1	Yr2	Yr3	Yr4	Yr5 Yr6																	

Sub Targets 2023

Action Plan Yrs 4-6

<p>Target:</p> <p>Vision To engage and empower our students and teachers so that they feel safe, valued and confident to take risks in learning and teaching.</p> <p>NELP Objective/s 1 Priority Number 2</p>	<p>Actions: <i>NB actions are in conjunction with using HERO data</i></p> <p>Teachers will ensure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in professional development and collaboration. <input type="checkbox"/> Seek advice from LST, DMIC Mentors and MST when required <input type="checkbox"/> High Expectations for all learners. <input type="checkbox"/> Engagement with whanau - continue to communicate and collaborate with families to support them and their tamariki. <input type="checkbox"/> Student voice is collected and acted on through a variety of means.
<p>Literacy To lift Student achievement in writing for all students and accelerate those who are identified as Below or Well Below.</p> <p>NELP Objective/s 2, Priority Number 3, 4</p> <p>NELP Objective/s 3 Priority Number 6</p>	<p>Teachers will ensure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LTF discussions to find solutions and strategies for improving achievement <input type="checkbox"/> Using acceleration techniques for target learners and reflect on these in acceleration stories. <input type="checkbox"/> Implementing The Code and structured literacy. <input type="checkbox"/> Use the expertise of LST to support teachers and students. <input type="checkbox"/> Using Acceleration stories to track at-risk students and use these as a regular part of syndicate meetings for support with ideas from colleagues. <input type="checkbox"/> Engaging and supporting whānau to help their children at home <input type="checkbox"/> Boys writing focus. Teachers to familiarise how to teach and support boys with their learning. <input type="checkbox"/> More regular and focused moderation within the team to ensure the accuracy of data, in turn highlighting areas for continued focus in teaching <input type="checkbox"/> Connecting learning to inquiry-inspired provocations, making learning meaningful, relevant, child-led and fun. <input type="checkbox"/> Formative assessment - Teachers will ensure that we provide the tools so that students know the next steps in their learning. <input type="checkbox"/> Teachers will ensure their best practice by seeking opportunities for observation, for instance, observing Literacy support teacher <input type="checkbox"/> Use big books and poems to assist explicit teaching during reading.
<p>Maths: To engage and lift the achievement of all students and to accelerate those who are identified Below or Well Below</p> <p>NELP Objective/s 1, Priority Number 1</p>	<p>Teachers will ensure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaching through authentic problems, that learners can relate to. <input type="checkbox"/> DMIC PD and support for teachers to help teachers to support students <input type="checkbox"/> Use data to target specific patterns and children, particularly those who have remained stagnant or slipped. <input type="checkbox"/> Continuing to communicate with whanau about children's learning and needs and ways to help at home. <input type="checkbox"/> Using Acceleration stories to track at-risk students and use these as a regular part of syndicate meetings for support with ideas from colleagues.

**NELP Objective/s 2,
Priority Number 3, 4**

**NELP Objective/s 3
Priority Number 6**

- Ensuring Calendar maths and its iterations is a strong part of maths programmes.
- Students can build a positive attitude towards working in groups.

Maori

To accelerate the achievement of the identified Māori students currently achieving just below the NZC to within or above.

To ensure our Maori tamariki and whanau feel valued and have a sense of pride in being Maori and are given every opportunity to express their identity.

**NELP Objective/s 2
Priority Number 3 , 4**

**NELP Objective/s 1
Priority Number 1**

**NELP Objective/s 3
Priority Number 5**

Teachers will ensure:

- Gathering Maori student voice on what they like to read about to help engagement in reading.
- Daily use of Te puna reo māori resources in the classroom.
- PD (Te Whakamanawatia te Reo)
- Focus on using culturally responsive practices. **Ensure that all know what that means/looks like in the classroom.**
- Stronger home-school partnerships are formed through emails, seesaws, texts and phone calls.
- Acceleration Stories to support their learning and well-being using research aimed at best practise for Māori students.
- Developing our own teaching practice to gain knowledge on how to accelerate Maori students utilising Tataiako.
- To allow our Māori children to be successful as Māori.

Pasifika

To accelerate the achievement of the identified Pasifika students currently achieving just below the NZC to within or above.

To ensure our Pasifika children and families feel valued and a sense of pride in their culture and are given every opportunity to express their individual identities

Teachers will ensure:

- Developing our own teaching practice to gain knowledge on how to accelerate Pasifika students utilising Tapasa.
- Focus on using culturally responsive practices. Ensure that all know what that means/looks like in the classroom.
- Stronger home-school partnerships are formed through emails, seesaws, texts and phone calls.
- Acceleration Stories to support their learning and well-being using Tapasa to guide our teaching practice.
- Gathering Pasifika student's voice on what they like to read about.
- Use PEP as a tool to support Pasifika students
- Duel language books to be used as options for readers' home.

NELP Objective/s 2
Priority Number 3 , 4

NELP Objective/s 1
Priority Number 1

NELP Objective/s 3
Priority Number 5

Diverse Learners

To accelerate the achievement of the identified diverse learners currently achieving just below the NZC to within or above.

To ensure our diverse learners and families feel valued and are given every opportunity to express their individual identities

NELP Objective/s 2
Priority Number 3,4

NELP Objective/s 1
Priority Number 1, 2

Teachers will ensure:

- Professional development based on child's need.
- Utilise technology for diverse learners.
- Utilise TA and RTLB
- Acceleration Stories to support their learning and well-being
- Use of Teacher Aide time is being used to support diverse learners
- Differentiated programs in the classroom.
- Working in partnership with whānau to ensure success.

Student Achievement will be Evidenced by:

- Teacher planning, observations, feedback (informal/formal), PD
- Formal assessments - Running Records, Writing moderation, and Maths Assessment (according to DMIC PD)
- Classroom planning shows differentiation in teaching and learning.
- LTF and Team discussions.
- Student Voice - class observations and walkthroughs
- Data
- Mid and End of Year Data Reporting
- LST and MST support
- Hero goal-setting
- Learning stories
- Acceleration Stories
- Classroom learning celebration.

Action Plan Yrs 1-3

Target:	Actions: <i>NB actions are in conjunction with using HERO data</i>
<p>Vision Children will see themselves as capable learners, and are excited about attending school and learning. We have realistic aspirations that enable the learners to succeed at their own pace to their full potential throughout the curriculum.</p> <p>NELP Objective/s 1 Priority Number 2</p>	<p>Teachers will ensure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children have a strong sense of belonging and well-being. <input type="checkbox"/> Values and KCs are a part of the programme, woven through all aspects of our day. <input type="checkbox"/> Children are affirmed as individuals. <input type="checkbox"/> The official languages of New Zealand are used in the classroom. <input type="checkbox"/> Our overarching theme of Hauora is explored through learning experiences. <input type="checkbox"/> Transition to school is positive and used as an opportunity to begin building relationships with whanau. <input type="checkbox"/> That learner's strengths are identified and celebrated. <input type="checkbox"/> Relationships with the whenua are nurtured throughout the curriculum.
<p>Literacy Creating a love and passion of all forms of literacy through both 'hands on and structured activities'</p> <p>NELP Objective/s 1 Priority Number 1</p> <p>NELP Objective/s 3 Priority Number 6</p> <p>NELP Objective/s 2 Priority Number 4</p>	<p>Teachers will ensure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrate Oral language throughout literacy, play and authentic learning experiences. <input type="checkbox"/> Strengthen phonemic awareness through Better Start to Literacy Approach (BSLA) and the Code. Continued PD around this with the Literacy Leader and external agencies. <input type="checkbox"/> Literacy-rich environments that share a common language across the school. Including 'child speak' goals <input type="checkbox"/> That literacy is used in a way to include families in their child's learning journey, sharing reading books with their family and stories that they have written.

Maths:

To create a purposeful numeracy-rich environment that interweaves through the whole curriculum so that students can 'see and feel' maths around them.

**NELP Objective/s 1
Priority Number 1**

**NELP Objective/s 3
Priority Number 6**

**NELP Objective/s 2
Priority Number 4**

Teachers will ensure:

- Calendar Maths to develop number knowledge and strategies.
- Maths is taught through problem-solving
- Explicit use of Maths Language/ vocabulary.
- DMIC approach is used to uplift the mathematical skills of our learners

Maori

We nurture and develop lifelong Te Ao Maori learners who confidently impact thier whanau, hapu and iwi.

**NELP Objective/s 2
Priority Number 4**

**NELP Objective/s 3
Priority Number 5**

**NELP Objective/s 3
Priority Number 6**

Teachers will ensure:

- Engage with Maori learners and their whanau in all aspects of teaching and learning pathways.
- 'Know your learner' - how do they learn, what drives them to learn? Differentiated learning to the needs of the learner's
- Te Re Maori and Ma Tauranga Maori are integrated into all areas of the curriculum.

Pasifika

We nurture and develop lifelong Pasifika learners who confidently impact their kainga.

NELP Objective/s 2

Teachers will ensure:

- Engage with Pasifika learners, their kainga in all aspects of teaching and learning pathways
- 'Know your learner' - how do they learn, what drives them to learn? Differentiated learning to the needs of the learners
- Home away from home - Bring culture into the classroom incorporating language, greetings songs, and stories and engage with learners and their parents

Priority Number 4

**NELP Objective/s 1
Priority Number 1**

**NELP Objective/s 3
Priority Number 6**

Diverse Learners

Our diverse learners are supported to achieve to their full potential

**NELP Objective/s 1
Priority Number 2**

**NELP Objective/s 2
Priority Number 3**

**NELP Objective/s 2
Priority Number 4**

Teachers will ensure:

- Celebrate the diversity of learners for who they are
- Build relationships with whanau, learning from their expertise
- Be receptive to external agencies and support and approach this with an open mind
- Having realistic expectations that enable the learners to succeed at their own pace throughout the curriculum

Student Achievement will be Evidenced by:

- Hero Goal setting
- LTF minutes and Team Discussions.
- Formal assessments - DMIC assessments, BSLA assessments, Writing samples
- Mid and EOY reporting
- Student voice - class observations and walkthroughs - Students are able to talk about their learning goals.
- Moderation processes
- LST and MST support
- Acceleration Stories
- Learning Stories on Hero
- Teacher planning - observations, feedback (formal/informal) PD