



2023

Vision: Empower, Engage, Grow
Whakamana Taura, Hononga ki te whānau, Tipuranga-ā-kaiako

Building Tomorrow Today
Haere whakamuri, hoki whakamua

CHARTER

NB 2023 Charter will follow previous years and will be updated to incorporate NELPS and new MOE Strategic Guidelines when these are released Mid 2023 (see MoE website) - in the meantime our Annual Plan and targets outlines how we are addressing NELPs and the goals they are aligned to.

Bring It	Handle It	Process It	Share It

At Beach Haven, to BRING 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>	At Beach Haven, to HANDLE it means that as Students, Staff and a Community we; <i>Investigate our options, redefine our plans, organize our ideas and decide our actions.</i>	At Beach Haven, to PROCESS it means that as Students, Staff and a Community we; <i>Work on our plans, design and action the next steps, and increase our understanding.</i>	At Beach Haven, to SHARE it means as Students, Staff and a Community we; <i>Celebrate our successes, reflect on and review our progress and redefine our priorities</i>
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Key Objectives:
From the Rākau to the Ngākau
(moving from a surface understanding to a more deeper understanding)

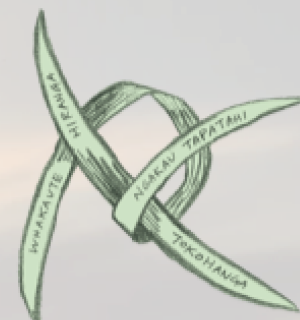
1. To accelerate and raise achievement for all students across the NZC and to monitor ongoing progress, with a focus on BSA/Structured Literacy - the CODE and DIMC pedagogies..
 2. To effectively deliver the New Zealand Education Curriculum, refine the implementation of our BHPS inquiry, and align with changes to the NZC Refresh. . Implement ANZH.
 3. To provide pedagogical support to staff for the delivery of the Digital Curriculum, and to provide technology resources to support the development of E-Learning/home learning if required.
 4. To improve the communication systems of the school and increase participation and partnerships of families in school life with an emphasis on HERO.
 5. To monitor and improve the progress and achievement of Māori Students and to monitor and improve progress and achievement for Pacifica students, incorporating Ka Hikitia and the Pasifika Plan.
 6. To monitor and improve progress and achievement for students identified with special learning needs, so that they can participate and contribute fully within our school and the wider community, and ensure an emphasis on wellbeing across the school, incorporating elements of Mitey.
 7. To improve the physical environment of our school.
 8. Attract, develop and grow high calibre staff, and further refine our Educational Coaching across the school.
- NB see Annual Plan for Overall School Goals aligned to the NELPs

CHARTER



Building Tomorrow Today
Haere whakamuri, hoki whakamua

BHPS STRATEGIC PLAN 2019 - 2021 STRATEGIC GOALS



RESPECT • RESPONSIBILITY •
INTEGRITY • EXCELLENCE

3 BOLD STEPS - EMPOWER, ENGAGE, GROW

Ngā Arapiki Toa e Toru

Whakamana Tauira, Hononga ki te whānau, Tipuranga-ā-kaiako

OUR VISION

STUDENT EMPOWERMENT THROUGH OWNERSHIP

(Students make decisions, design own learning and unlock and follow their passions - ongoing improvement in student achievement)

To create children who:

- Are confident and want to achieve, who Enjoy learning
- Have a sense of belonging and pride and are resilient
- Are active, engaged and analytical thinkers
- Experience leadership (Tuakana Teina) opportunities
- Are accountable
- Are secure and feel valued in their cultural heritage and experience success as Māori, Success as Pasifika, success culturally
- Are successful in the NZC

Māori dimensions and Cultural Diversity

At Beach Haven, all cultures are valued and accepted through the active encouragement of an inclusive school culture and ethos. A culture of respect and the celebration of achievement underpins our philosophy as we work in partnership with all members of our community.

Beach Haven School will endeavor to develop Taha Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi. We have developed policies, plans and practices that reflect New Zealand's cultural diversity and the unique position of Māori as Tangata Whenua. In recognising the unique position of Māori, we will take all reasonable steps to provide instruction in Tikanga Māori (Māori Culture) and Te Reo Māori (Māori Language).

Beach Haven School is committed to growing a community of successful lifelong learners; including Māori, Pasifika and students from a diverse range of cultures and students with special education needs.

GROWING STAFF

(Teachers are supported to develop and grow as professionals)

To have teachers who:

- Show strong confident leadership
- Are committed to improving their own teaching skills and abilities
- Strive to make our children the best that they can be
- Encourage creativity
- Facilitate partnerships with parents
- Are supported

COMMUNITY ENGAGEMENT /PARTNERSHIP

(Parents are actively involved in the school, in partnership with staff, students and community)

To have parents who:

- Are included and engaged in partnership with our school community
- Are Informed, Involved and engaged in their child's learning.
- Are regularly consulted with

ANNUAL Section Improvement Teams and Support Teachers:

2023

Improvement Teams and Support Teachers Annual Plan Strategic Aims Workplan

Strategic Aims:		FOR 2023 (What we will focus on and how we will achieve it - outcomes reported via Principals Report and Mid/End of year Reporting)
Curriculum Improvement Team: <i>To effectively deliver the New Zealand Education Curriculum, refining the implementation of our BHPS inquiry</i>	Students	<ul style="list-style-type: none"> Develop a local curriculum that reflects the 'know the learner' approach the school has in place, using student voice to support the development of this. Empower students to become <i>independent inquirers</i> and what this looks like across the different levels of the school. Continue to navigate UNDERSTAND/KNOW/DO as interwoven within daily learning. Empower students to use formative assessment tools to navigate their next steps across the curriculum
	Staff	<ul style="list-style-type: none"> Continue to work with kaiako to increase confidence in delivering our inquiry process through Running workshops throughout the year with staff on new curriculum, empowering them to deliver through UNDERSTAND/KNOW/DO with success. Use the HERO format for determining the reporting and measuring of progress in different learning areas Strengthen the delivery of areas of our curriculum to ensure the curriculum is being covered. Using the inquiry process to ensure coverage is happening in the curriculum. Collaboration across the planning. Supporting new staff in inquiry process. Working alongside MST/LST.
	Community	<ul style="list-style-type: none"> Focus groups to help with the development of key areas of our curriculum. Utilise key member of our community to help with inquiry and local area. Take what was shared at consultation and adapt to suit the needs of our community.
Digital Improvement Team: <i>To provide technology resources to support the development of E'Learning</i>	Students	<ul style="list-style-type: none"> Investigate and trial a variety of digital technologies to enhance teaching and learning (acceleration) and engage students. (ie: talk to type for reluctant writers) Students share learning through SEESAW, sites and blogs, independently and in a meaningful way. Students are able to make good decisions (safety, choice of app or other means of communication) and manage themselves (time) when using devices and technology. Empower Students to set up and contribute to a BHS online channel focused on school and community news, issues and events. Understand and identify aspects of the Digital curriculum within the classroom programme.

	Staff	<ul style="list-style-type: none"> Continue to implement and support teachers in using SEESAW across the school as a means of continuous communication and sharing of learning with whanau. Make sure there is a balance of subject areas. Continue to learn to use Hero in more efficient ways to track our students learning and communicate this to the wider community. Delivery of Digital curriculum through the provision of rich, meaningful, integrated experiences. New staff competent and confident with using Google Drive. Use of tech and online resources to deliver learning whenever we may be forced to work from home. PD for Hapara to be completed by all year 3 - 6 teachers during the first half of the year.
	Community	<ul style="list-style-type: none"> Continue to use digital technologies to enhance communication ie: email, text, Facebook, Website etc Schoolwide use of SEESAW as a means of continuous communication with whanau as a part of reporting. Signing up across the community is encouraged and the use of SEESAW is monitored. Beach Haven App - continue to encourage all parents to be using this for information. Communicate how we use tech at diff levels of the school (workshop, videos on the website, community evening, via SEESAW or class blog, BHS Youtube channel) Share useful Apps, Sites and resources. Lockdown platforms for classes. Digital citizen/safety - Whanau communication.
Community Improvement Team: <i>To improve the communication systems of the school and increase participation and partnerships of families in school life</i>	Students	<ul style="list-style-type: none"> Continue to work alongside and support the student leaders/house leaders with any student lead ideas they may have for school events. Continue to celebrate the success of our tamariki with our term excellence lunches
	Staff	<ul style="list-style-type: none"> Continue to share documents and information in a timely manner so staff have early notice of upcoming events. Explore and discuss opportunities to increase the participation and partnership with our Māori and Pacific Island families with SLT/staff
	Community	<ul style="list-style-type: none"> Continue to liaise with FOTS Continue to work alongside the Beach Haven Community House, supporting families who may

		<p>need a 'hand up'.</p> <ul style="list-style-type: none"> 2023 plans for another 'fashion event' with funds going towards 'Christmas hampers'
Maths Support Teacher: (MST) <i>To provide support to teachers in all aspects of Math planning, assessment and delivery</i>	Students	<ul style="list-style-type: none"> Continue to embed DMIC approach to empower students to develop their mathematical abilities see themselves as mathematicians. Continue to encourage students to develop growthmind set and be risk takers. Understand, see, feel maths as an integral part of everyday life. .
	Staff	<ul style="list-style-type: none"> Continue to support staff through DMIC PD to develop knowledge and effective teaching in classrooms. In class support and DMIC mentoring for new staff. Continue to plan collaboratively for effective implementation of Maths lessons. Continue to have assessment moderations to have consistency across school.
	Community	<ul style="list-style-type: none"> Communicate with wider whanau about DMIC journey using digital platforms like Sesaw or Hero Use whanau voice taken during Consultation evening to support learners and families. Liaise with DMIC mentors to have whanua workshops.
Literacy Support Teacher: (LST) <i>To provide support to teachers in all aspects of literacy planning, assessment and delivery</i>	Students	<ul style="list-style-type: none"> Develop a pathway to literacy learning that elicits student agency. Continue to update students' learning goals based on consultation with students, staff and parents.
	Staff	<ul style="list-style-type: none"> Finalise the Learning Pathway for Writing with staff. Streamline assessments for literacy learning: what is purposeful, what is not Which assessments give us a clear picture of the child? Why? Continue to work with Teacher Aides for Tier 2 support in Literacy - using BSLA/ The Code
	Community	<ul style="list-style-type: none"> Continue to liaise with community about priorities when it comes to students' learning - 'the learning that can't be left ot chance'. Communicate with parents about the school's literacy pathway - BSLA/ the Code, RR, etc.
Kaupapa Māori Pacifica Support Teacher: (KMPST) <i>To strengthen and provide a strong foundation of all things Te Ao Māori,</i>	Students	<ul style="list-style-type: none"> To raise achievement of our Maori and Pasifika students. Leadership groups for Pasifika and Maori students. Giving students the chance to lead events around the school.
	Staff	<ul style="list-style-type: none"> Continuing development of using Tapasa and Tataiako to help ensure success for students. Working with Staff to strengthen their relationships with our Pasifika and Maori families. Using the cultural kete to guide practice and growth in areas of Tikanga and Te Reo. Participating in the Te Reo Maori PD and teaching the programme in the classroom to gain confidence and increase own knowledge of tikanga and Te Reo Maori.
	Community	<ul style="list-style-type: none"> Pasifika Fono with support from Emi to get next steps for our Pasifika community. Cultural Liaisons within the Kahui Ako to help strengthen our Pasifika and Maori community

<i>and culturally sustainable practice</i>		partnerships. <ul style="list-style-type: none"> ● Regular Hui with Māori whānau to gather voice and strengthen relationships.
Special Needs and Inclusivity: <i>To monitor and improve progress and achievement for students identified with special learning needs, so that they can participate and contribute fully within our school and the wider community, and ensure an emphasis on student wellbeing is evident across the school.</i>	Students	<ul style="list-style-type: none"> ● To raise student achievement with support from Teacher and Teacher Aide in class programmes ● To support students' emotional and social wellbeing through different programmes
	Staff	<ul style="list-style-type: none"> ● For Teachers and Teacher Aides to continue to work in partnership to raise student achievement by collaborating on planning and programmes ● Teacher Aides to build partnerships within the school and with outside agencies so they work as a team to support the students
	Community	<ul style="list-style-type: none"> ● Parents are informed of the support students are receiving and work in partnership with the Teacher and Teacher Aide. ● Parent workshops are offered that support student achievement and needs.
Kahui Ako - Across School Leader (ASL)	Beach Haven	<ul style="list-style-type: none"> ● NZC Refresh ● Formative assessment ● Structured literacy ● Common Practice Model - response for across the KA
	Kahui Ako	<ul style="list-style-type: none"> ● Across the pathway, NZC Refresh response and NCEA change package ● Achievement challenge refresh ● Leadership
Kahui Ako - Within School Leader (WSL) - Focus area:	Staff	<ul style="list-style-type: none"> ● Support and empower teachers to effectively use formative assessment ● Introduce a rubric that supports teachers use formative assessment in their day to day teaching and coaching ● Collate exemplars across the school that demonstrate effective formative assessment, and collaboratively analyse them as a staff

1. Formative Assessment	Students	<ul style="list-style-type: none"> ● Provide the necessary tools to support student agency - rubrics, stamps, self/peer assessment tools, etc. ● Gather student voice to identify the effectiveness of formative assessment.
	Community	<ul style="list-style-type: none"> ● Liase with other Within School Leaders to support with our Formative Assessment journey. What does this look like at their school? How can we turn this to fit our context?