



School Charter
Strategic and Annual Plan for
Bucklands Beach Primary School

2022

"A community of agile learners. Proud of who we are. Empowered to make a difference."

Relationships - whanaungatanga, Resilience - manawaroa, Responsibility - tiaki, Respect - manaakitanga

Description of the School

Bucklands Beach Primary School opened on 1 February 1955.

The school population is comprised of a number of different cultures:

Asian	50%	
NZ European	24%	
Other European	19%	
NZ Māori	3%	
MELAA	2%	(Middle Eastern/Latin American/African)
Pasifika	2%	

BBP school is a decile ten school, located at the end of the Bucklands Beach peninsula. The school has continued to enrol a high number of Chinese and South African students, though this slowed last year with Covid closing the airport to immigrants. It has a school / community hall which is going to be updated this year and a solar heated swimming pool. There are two adventure playgrounds with sunshades catering to different age groups and abilities. A playpod was added to help with the transition from preschool to school, and to encourage creative play. The school is traditional in design, however the interiors are refurbished and classes have modern furniture. Latest improvements include fitness stations, and murals reflecting our project based learning. We also have a purpose-built astro-turf. Environmental gardens and the orchard are well established and cared for by the children of the school and the community. We also participate in engaging with and improving our local environment through programmes such as the beach clean up, helping to monitor local sea life and working with Auckland City Council on the pest eradication programme and zero waste.

The school's E-Learning infrastructure and wireless are reliably meeting the needs of innovative teaching and learning, and we are connected to N4L, which provides filtering. A 'Bring Your Own Device' programme operates in Years 4 – 6 and there is a large take up from the community. The

board supplements access to ensure all students have access to e-learning, and have invested in touch screen TVs for the middle and senior school, as well as a number of robotic kits to support the Digital Curriculum.

The school attracts a committed and enthusiastic staff. The BOT values staff professional learning and leadership development, which is used well to support effective teaching and learning. The BOT covers a range of skill sets, and seeks to represent the whole community through consultation. BBPS strives for continual improvement and research based innovation. In 2018, the Educational Review Office reviewed the school, and we are on a 4-5 year cycle.

BBPS is part of the Te Ara Bucklands Beach Kāhui Ako, which was form in 2021. The current goals focus on transition, well-being and writing.

A strong partnership exists with the local community and links are being made beyond the local community as partners in learning. Parents give significant support for the enriched curriculum provided and show high expectations and aspirations for their children's achievement. The school moved onto an online reporting system in the second half of 2018 (Hero), and in term four last year the senior school were logged onto Hero and could see their own goals, as well as share work for their parents..

Our school has:

- Very strong community support
- A small but active Parent Teacher Association
- An active group of Chinese parents
- High standards of learning and behaviour
- Strong academic programmes
- Remedial and extension support in classrooms and as special programmes

- An emphasis on student well-being and pastoral care
- An enriched curriculum including sports and performing arts specialist teachers, varied sports codes and inter-school competitions, music, visual and performing arts, environmental and cultural groups
- Focus on environmental sustainability
- A project based learning approach, providing authentic learning experiences
- An English Language specialist teacher
- A te reo tutor who works across the school
- A culture of self-review
- Strong values which underpin what we do
- PB4L, Circle time and mindfulness to support well-being
- A culture of tuakana teina and student leadership
- A culture of research based innovation

For further information, our website is: www.bbps.school.nz

The school is well resourced. A before and after school care programme operates and is well used by the community. A variety of after school activities are also offered, including guitar, Spanish, Mandarin, ukulele, piano, robotics and French.

Most students move on to Bucklands Beach Intermediate and then Macleans College and some to Pakuranga College. The school maintains positive liaison and transitions from pre-school and to the local intermediate and secondary school. It has close networks with local schools to foster professional learning and development. In 2019 the "Te Ara Bucklands Beach" kahui ako was formed. The kahui ako has agreed to focus on well being, transitions and writing. Across school leaders have recently been employed.

Consultation with the School Community

1. Consultation for Strategic Planning 2020 – 2023, undertaken during 2019:
Whole school community / staff consultation was completed in 2019 through an online survey, face to face meetings, through the student council and through staff meetings.
Staff, parents and students contributed ideas which were developed into our new school vision which became our guiding statement in 2019.
2. Consultation in 2020/2021 centred around well being, access to technology and online teaching due to covid.
2. Consultation with parents of English Language Learners is undertaken each year.
3. Consultation with whānau of Maori students occurs each year.
4. Consultation with whānau of Pasifika students occurs each year with each whānau, as we have such a small number of Pasifika students.
5. The health curriculum will be reviewed with whānau this year. Year 3 - 6 students are formally consulted yearly about their well-being at school. Parent meetings for 'Life Education' are held when the programmes are delivered. The 'Life Education' caravan last visited in 2019, and is coming in 2021. In 2021 a talk on Digital Citizenship and other online topics was offered to parents, within our kāhui ako. Annually Year six girls participate in learning about puberty and parents are invited to a pre-meeting about this.
6. Parents of students with significant special needs are given the opportunity to participate in developing individual education plans for their children and to attend transition meetings at the beginning and end of each year. The SENCO keeps upskilled and utilises latest research and programmes to work with students.
7. Student voice is regularly sought to get feedback on our curriculum, teaching, school environment and culture. Students have lots of leadership opportunities, including running the student council.

Cultural Diversity and Treaty Obligations & National Priorities

NZ's Cultural Diversity	Unique Position of Māori Culture
<ul style="list-style-type: none"> ● Respect and recognise diverse cultural backgrounds. ● Encourage students to share their cultures and celebrations and encourage teachers to identify children from different cultures within their classes and to learn more about these cultures. ● Inquiry units include a cultural perspective where appropriate. ● Hold a cultural learning assembly or summit for students to learn and appreciate other cultures. ● Celebrate different cultural events e.g Chinese New Year, Diwali. ● Use a variety of languages in different situations such as greetings, and provide opportunities for learning a second language e.g. Mandarin. ● Support outside providers to run lessons in different languages onsite before and after school. For 2022, Mandarin lessons are offered. ● Provide professional development for teachers using strengths and expertise of current staff or community. ● Hold regular meetings for parents of children who are learning English as a second language and provide interpreters as needed, if possible. ● ESOL teacher to facilitate meetings with different groups of parents to understand schooling where their children have come from, and share the New Zealand curriculum and provide any support. 	<ul style="list-style-type: none"> ● Tikanga and Te Reo Māori integrated into class programmes and school life – commonly used words and phrases, Māori signage. ● Incorporate topics into the curriculum e.g. myths and legends, history of N.Z. and local area. ● Kapa Haka group is offered, and we participate in the Koanga festival yearly when it is able to be run with Covid. ● Links established with local marae and iwi. ● Promote Māori Language Week e.g. staff meeting sharing of ideas, vocab list, Kapa Haka group, waiata throughout school. ● Celebrate customs of cultural significance e.g. Matariki ● Build teacher capacity – In 2022 three teachers are attending an evening te reo course for the first half of the year. ● A Tuakana teina group runs twice a week before school to build a bond between the students and whanau, develop confidence, and find opportunities for cultural leadership across the school. ● New staff and students are welcomed with a mihi whakatau when covid allows. ● A local histories curriculum will be developed in 2022.

Incorporating Tikanga Māori into the curriculum	Instruction in Te Reo Māori for students whose parents ask for it
<ul style="list-style-type: none"> ● Teachers' long term planning to include Te Reo and Tikanga Maori. ● Provide resources to support class programmes. ● Ongoing professional development and classroom assistance using expertise within our school or by bringing expertise into the school. ● Participate in local schools' Koanga Festival. ● Mihi whakatau to welcome visitors to school and new staff ● Karakia to open and close assembly, and staff meetings. ● Te Reo lead teacher to put together a programme for staff. 	<ul style="list-style-type: none"> ● Applications to be made in writing to B.O.T. ● Applications to be considered at the next Board meeting under the following categories – personnel, property, finance, resources. ● The B.O.T's decision will be conveyed in writing to parents at the earliest opportunity. ● If unsuccessful, recommendations will be made for the nearest appropriate educational facility e.g. correspondence dual/enrolment or Kura at 26a Farringdon St, Glen Innes.
School steps to discover views / input from the Māori community	
<ul style="list-style-type: none"> ● Parent consultation meeting each year. ● Individual parent conferences. ● Open door policy to encourage parents to express opinions. ● Collect Māori student voice regularly throughout the year. 	
National Priorities	
<p>The Ministry of Education has identified its central idea of being "<i>a world leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century.</i>"</p> <p>New NELPS were introduced for 2020, with a focus on:</p> <ul style="list-style-type: none"> ● LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education ● BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner ● QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau ● FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives <p>These areas of strategic intent underpin and are incorporated into our vision, strategic and annual goals and plan.</p>	

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2021 - 2023
<p>Community</p> <p>Hapori whānui</p>	<p>Increase the representative views of our diverse community.</p> <p>Build strong relationships with the community to enhance learning for students and for students to contribute back as part of the community.</p>	<ul style="list-style-type: none"> ● Build up a yearly register of the parent and community skill set that can be used as a resource for working with students and teachers. ● Establish focus groups both face to face, and online, for deeper feedback, and for generating and testing ideas. ● Publish the new school website. ● Build collaborative relationships with whānau to enhance learning and whole child development. ● Plan project based learning that serves the community. ● Hold parent evenings that reflect the school's focus for students. ● Yearly hui and consultation. ● Build relationships with local iwi. ● Build connections to share learning locally, nationally and internationally. ● Look for opportunities to connect with new families. ● Work with schools in our kāhui ako on transition, supporting families across schools and facilitating parent evenings.

<p>Learning</p> <p>Akoranga</p>	<p>Enable all students to reach their academic potential across a broad curriculum.</p> <p>Accelerate the progress of priority students.</p> <p>For teachers' pedagogical approaches to enable students to develop their 'human' skills (eg creativity, problem solving), discover their strengths, passions and individuality.</p>	<ul style="list-style-type: none"> ● Build on project based learning pedagogy, explicitly teaching the tools that support this. ● Plan to implement the history curriculum. ● Investigate structured literacy. ● Phase-out fixed ability grouping. ● Increase the knowledge of interventions that have accelerated priority students. ● Increase student ownership into goal setting and sharing of work by giving them access to Hero. ● Add in the mathematical competencies to Hero. ● Expand the model of students staying with the same teacher for two years. ● Provide opportunities for students to trial a range of learning (passion projects), chosen by students to help discover strengths and interests. (If covid allows). ● Develop pedagogical approaches that allow students to develop and work with their strengths. ● Use online skills developed during lockdown to connect learning to whānau both locally and internationally.
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<p>Resourcing</p> <p>Rawa</p>	<p>Enhance the learning environment to facilitate modern pedagogical practices.</p> <p>Financially resource the trial of innovative, research based practices.</p> <p>Invest in support for teachers to reduce administration.</p> <p>Grow teacher pedagogical and leadership capability.</p>	<ul style="list-style-type: none"> ● Modernise the hall, including the kitchen, to allow more opportunities for cooking. ● Redevelop the office space to allow for a bigger shared space for the DPs and Principal, and to also make the Principal’s office big enough to hold a confidential meeting. ● Fund some TA hours to take on some admin tasks to free up teachers to focus on students and learning. ● Fund TA hours to support challenging behaviour and high learning needs. ● Fund professional development to facilitate staff development, and give opportunities for leadership and mentoring, including through our kāhui ako. ● Continue to apply for Ministry initiatives such as ALL and ALIM to give staff the opportunity to upskill and lead an intervention ● Visit other schools that share our vision and pedagogical approach. ● AP to work in class to support staff transitioning to a different pedagogical approach. ● Apply for any funded PD that supports our goals.
<p>Culture</p> <p>Ahurea</p>	<p>Enhance our positive school culture for learning.</p> <p>Build cultural understanding, developing and embedding culturally responsive practice to align ourselves with Te Tiriti o Waitangi principles.</p> <p>Grow proactive environmental advocates.</p>	<ul style="list-style-type: none"> ● Ensure vision and values are visible around the school. ● Embed Pause, Breathe, Smile. ● Senior and middle leaders to continue PB4L tier 2. ● Whole staff PD on the Tiriti o Waitangi, and bring to life in school. ● Release teachers who are skilled in the area of te reo to bring together a programme for students, drawing on our local iwi. ● To reflect our unique NZ culture visually in the school environment. ● Add to environmental practices across the school, with a view to achieving green gold status. ● Incorporate environmental care into learning, and find opportunities to be proactive.