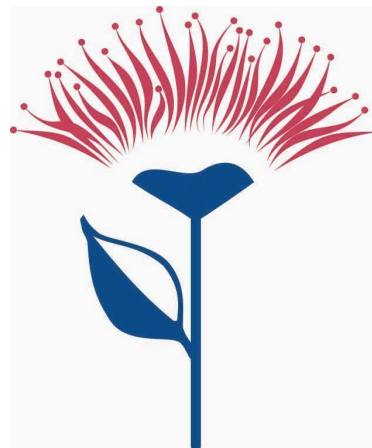


# Annual Plan 2024

## Bucklands Beach Primary

**“A community of agile learners. Proud of who we are. Empowered to make a difference.”**

**Relationships - whanaungatanga, Resilience - manawaroa, Responsibility - tiaki, Respect - manākitanga**



**Where we are currently at:**

(This is a high-level overview of where your starting place is. Include what has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year. This could also be a link to your statement of variance or videos/comms on progress)

**Regulation 9(1)(e)****Writing – end of 2023**

Whole school (excluding the non-English speakers) – 93% at or above

Total above – 14%

Boys above – 13%

Girls above – 16%

Total at – 79%

Boys – 79%

Girls – 78%

Year groups with a discrepancy from the main trend:

Year 2s – all students are at

Year 3s – no students are above, 8% were below

Of the 39 year 1s, 22 are not funded ESOL students 56%

Of the 50 year 2s, 11 are not funded ESOL students 22%

Of the 71 year 3s, 24 are not funded ESOL students 33%

Of the 65 year 4s, 26 are not funded ESOL students.40%

Of the 77 year 5s, 54 are not funded ESOL students 70%

Of the 77 year 6s, 56 are not funded ESOL students 73%

The previous plan helped move students back to 'at' post covid. The focus now needs to be moving some high 'at' children to above. We also need to adjust our writing / literacy programme in years 1 – 3 to reflect our high ESOL numbers.

**How will our targets and actions give effect to Te Tiriti o Waitangi:**

Regulation 9(1)(g)

We are prioritizing our Māori and Pasific students to provide support, including funding assessments where needed. One of the within school leader roles is working with our Māori tamariki to grow their sense of Māoridom, as well to raise their status within the school.

Green – students who we are targeting to make accelerated progress.

Blue – target students to accelerate to above curriculum level.

Your plan needs to include how the teaching and learning strategies and programmes of your school support students to progress and achieve with a particular emphasis on literacy and mathematics, and [SAC1] [KR2] te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.

You may like to include this in one or more of your Annual Targets/Goals or your Actions or you could write a summary to sit on this page.

Regulation 9(1)(f)

**Strategic Goal 1**

Meet the diverse needs of our learners.

Regulation 9(1)(a)

**Annual Target/Goal:**

(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)

Regulation 9(1)(a)

- To move 43 more students who are working at curriculum expectation in writing to working above curriculum expectation. An increase from 14% above to 33% above.

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b>  <i>Regulation 9(1)(c)</i>	<b>Resources Required</b>  <i>Regulation 9(1)(c)</i>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>  <i>Regulation 9(1)(d)</i>
Professional development with Tui Tuia and AP working on the identified areas of planning and structure, ideas and organisation as identified in our last e-asttle assessment.	AP, Middles leaders, Tui Tuia	Staff meetings unpacking the identified areas of e-asttle indepth to ensure staff have a deep understanding of each descriptor and how to move students from one level to the next.	Terms 1 & 2	In the next e-asttle there will be an increase in these particular areas of writing, in comparison to the sample last year.
AP to work in class alongside new staff to embed our pedagogical approach eg using models, success criteria, self assessment	AP, teachers	Release time for teachers to see other teachers as a follow up. Release time for AP to work alongside teachers. Modelling books and displays. Feedback and observations.	Term 1	Middle leaders & AP observe school's pedagogical approach in action in the classrooms. Evidence on the walls in student's books and in the modelling book. Students will be able to talk about their learning in writing and the different aspects of the pedagogical approach. Increase in writing results.

<p>AP to observe and give feedback on writing lessons to the rest of the school on term 2 to build a picture of good practice and next steps to support teachers. Middle leaders to follow up teacher goals during walk throughs.</p>	<p>AP, Middle leaders and teachers</p>	<p>Release time for teachers to see other teachers as a follow up. Release time for AP / Middle Leaders to work alongside teachers and to discuss observation feedback and set goals. Support material eg Louise Dempsey books.</p>	<p>Term 2 &amp; 3</p>	<p>Middle leaders &amp; AP observe school's pedagogical approach in action in the classrooms. Evidence on the walls in student's books and in the modelling book. Students will be able to talk about their learning in writing and the different aspects of the pedagogical approach. Increase in writing results. Teachers bring evidence of meeting goal to PLG.</p>
<p>E-asttle repeated, marked and graded with kāhui ako for years 3 &amp; 6, and by teachers at school. Identify progress against planning and structure, ideas and organisation. Identify next area for focus.</p>	<p>Across School Leader, AP, teachers</p>	<p>Release time for teachers to mark and moderate samples in year levels with the AP for guidance and to enter the e-asttle samples into the system for immediate feedback and goal setting.</p>	<p>Term 2</p>	<p>Increase in e-asttle results in the identified area, contributing to overall progress.  Teachers are confident in the identified areas and set goals for students based on this area.</p>

<p>WSL for Māori to track the progress of Māori and Pasific peoples in writing across the terms. Meet with teachers, bring the student's books and look for evidence of progress, clear goal setting and make sure this is shared with whānau. Keep a written record of progress and meeting minutes, shared with the SLT and teachers involved.</p>	<p>WSL</p>	<p>Meet with teachers after school or lunchtime one at a time and record as per the action. Where students are not making progress, engage the SENCO and outside help.</p>	<p>Term 1 - 4</p>	<p>Student's who need to make accelerated progress, will do so over the year.</p> <p>Teachers will be able to talk about goals, progress and how they are providing additional input to accelerate progress.</p>
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<p>Student dispositions will be integrated into the teaching of writing as they are introduced, including the split screen idea to develop as writers and learners.</p>	<p>AP / Staff / Kath Murdoch / SENCO</p>	<p>Staff meeting time. Modelling books to track split screen. Dispositions to be used throughout all school activities / assemblies by all staff.</p> <p>SENCO to introduce to the teaching assistants.</p> <p>Students will self report on the classroom wall when they have used one of the dispositions.</p>	<p>Terms 1 - 3</p>	<p>Students will be able to talk about the learning dispositions within the context of writing.</p> <p>Increasing number of examples of students self reporting using the disposition.</p> <p>Writing results will increase.</p>
<p>SENCO to pick up students who are not making progress, assign intervention or seek MOE help, track on Hero and report on progress termly while extra help is being received to check for effectiveness.</p>	<p>SENCO / MOE / teacher</p>	<p>Time</p> <p>Potential BOT funding if needs are not being met</p>	<p>Termly</p>	<p>Report progress to SLT and BOT</p> <p>Make recommendations for further training / help / funding to the BOT</p>

<p>SENCO to organise staff meetings to upskill the staff on strategies they can use when working with neuro diverse learners</p>	<p>SENCO / RTLB</p>	<p>Designated staff meeting time</p>	<p>Term 2-3</p>	<p>Teachers are using learnt strategies in their classrooms when working with Neuro- diverse students.</p> <p>Strategies are identified in teacher's planning.</p>
<p>WSL to work with Identified learner group to provide opportunities to extend their thinking through science, developing both knowledge and dispositions.</p>	<p>WSL</p>	<p>Release time</p> <p>WSL units</p>	<p>Terms 1 &amp; 2</p> <p>To be reviewed at the end of term 2</p>	
<p>WSL to develop and trial rubrics with AP to track dispositions.</p>	<p>WSL / AP</p>	<p>Time together</p>	<p>Terms 1 &amp; 2</p>	<p>Students understand rubrics and what they mean. Rubrics are improved based on feedback.</p>



				Students make progress in the rubric over time.
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<p><b>Strategic Goal 2</b></p> <p>Providing rich multicultural experiences reflecting our diverse learners, prioritising enacting Te Tiriti o Waitangi. Regulation 9(1)(a)</p>
<p><b>Annual Target/Goal:</b> (This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan) Regulation 9(1)(a)</p> <ul style="list-style-type: none"> <li>• For the eight identified Māori students who are working below expected curriculum level to make accelerated progress (at least 2 sublevels progress) in writing by the end of the year.) Covered under Goal 1.</li> <li>• For our Māori tamariki to strengthen their understanding and place in Aotearoa as tangata whenua.</li> </ul>

Build cultural understanding by working as a group to complete a collaborative task that benefits the school by raising knowledge of Te Reo Māori.

<p><b>Actions</b>  <i>Detail the key actions you'll take this year to reach your annual target listed above</i></p> <p><i>Regulation 9(1)(b)</i></p>	<p><b>Who is Responsible</b></p> <p>Te Reo lead teachers</p> <p>Regulation 9(1)(c)</p>	<p><b>Resources Required</b></p> <p>Māori dictionaries - online and book</p> <p>Regulation 9(1)(c)</p>	<p><b>Timeframe</b>  <i>This is optional however is useful to help with your planning</i></p>	<p><b>How will you measure success?</b>  <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p>
<p><b>Actions</b>            Teacher in charge of Māori, to plan for and teach te reo māori sessions for the students during CRT release.</p> <p>Plans to be published on sites for teachers to access and use during the week. Karakia and waiata also on sites for teachers to use.</p> <p>Māori teacher to support anybody who is lacking confidence until they are ready to teach on their own.</p>	<p><b>Who is Responsible</b></p> <p>Teacher in charge of Māori</p> <p>Teachers</p> <p>Middle leaders</p>	<p><b>Resources Required</b></p> <p>CRT funding</p> <p>AP to cover Māori teacher for short bursts where support is required by other teachers.</p>	<p><b>Timeframe</b></p> <p>All year, but reviewed termly</p>	<p><b>How will you measure success?</b></p> <p>Evaluate at the end of each term what students have learned.</p> <p>Middle leaders to collect evidence of te reo being used as they walk through tem classrooms during their management time.</p>
<p>Organise a fono each term for our Pasific Peoples families to share our students journey. Share the whānau education planner at the fono and offer times to meet to co-write for each Pacifika peoples student</p>	<p>Teacher of Māori to co-plan /WSL</p>	<p>Kai</p> <p>Time with each family</p>	<p>Termly</p>	<p>School understands the families aspirations for their students and how we can support them best.</p> <p>Goals set on the planner are achieved and celebrated by all</p>

<p>Identify areas of the school environment where we could reflect Te Tiriti. With the group, co-plan and organise new additions to our school..</p> <p>For our Māori tamariki to strengthen their understanding and place in Aotearoa as tangata whenua through providing knowledge, te reo, tikanga, outside people eg MAC to be part of the group.</p>	<p>WSL / SLT</p> <p>WSL / MAC facilitator / older mentors from the kāhui ako / whānau involvement</p>	<p>WSL time</p> <p>Funding as needed</p> <p>Trips to other places / schools</p> <p>Visitors</p> <p>Funding of trips / visits</p>	<p>Ongoing</p> <p>Termly review</p>	<p>Evidence of a new entrance and other Māori representations around the school.</p> <p>Video students in small groups sharing their understanding and knowledge of being tangata whenua at the end of each term.</p> <p>Increase in confidence and knowledge being spoken in the videos.</p>
<p>Organise a hui each term to share our tamariki's journey. Share the whānau education planner at the hui and offer times to meet to co-write for each tamariki</p>	<p>WSL and teacher of Māori to co-plan</p>	<p>Kai</p> <p>Time with each whānau</p>	<p>Termly</p>	<p>School understands the whānau's aspirations for their tamariki and how we can support them best.</p> <p>Goals set on the planner are achieved and celebrated by all</p>
<p>Monitor Māori data in reading, writing and maths at the end of each term. Ensure teacher's goals are up to date. Writing a summary with the data for the SLT and the board.</p>	<p>WSL / SLT / BOT</p>	<p>Hero</p> <p>Time with teachers if needed</p>	<p>Termly</p>	<p>Report showing progress over the term.</p> <p>Teachers know their Māori tamariki and where progress has stopped, the SENCO or SLT look for additional support.</p>
<p>Foster a diverse and inclusive learning environment that celebrates and respects cultural differences</p> <p>Key aspects include:</p> <p><b>Celebrating Diversity:</b> Celebrate the diversity of our students and staff, acknowledging and valuing the unique cultural backgrounds, traditions, and perspectives within the community</p> <p><b>Promoting Understanding:</b> Create opportunities for meaningful interactions and learning about different cultures</p> <p><b>Inclusivity:</b> All members of the school community feel welcomed, respected, and valued regardless of their cultural background</p>				
<p><b>Actions</b></p>	<p><b>Who is Responsible</b></p>	<p><b>Resources Required</b></p>	<p><b>Timeframe</b></p>	<p><b>How will you measure success?</b></p>

<p>Create a cultural calendar specific to the learners that includes the most important days of celebration and remembrance for everyone to celebrate the cultural diversity of everyone at BBPS, and also offers everyone an opportunity to come to school wearing traditional cultural clothing at least once during the year.</p>	<p>The ELLs teacher is responsible for collecting information regarding each student's most important celebration, and sharing the calendar with staff. Classroom teachers are responsible for displaying the calendar, knowing which events are relevant for the students in their class, and acknowledging these important days</p>	<p>The BBPS Cultural Calendar <a href="#">BBPS Celebrations Calendar 2024</a></p>	<p>To be introduced in Week 1 of Term 1 and continued until the end of the school year.</p>	<p>Complete a walk-through of classrooms to check that cultural calendars are on display in each classroom. Monitor acknowledgement of days of significance in classrooms and across the school by collecting student voice at the end of each term. Collect student feedback at the end of the year. Success will be indicated by the display of calendars in every classroom, student feedback that their culture's celebrations have been acknowledged by their class, and that they have had opportunity to share about their most significant cultural events, and all students having had the opportunity to come to school in cultural dress on one day of the year.</p>
<p>Provide a cultural activity in the library once a week that, throughout the year, includes a craft representative of every culture at BBPS to celebrate the cultural diversity of the learners.</p>	<p>The ELLs teacher is responsible for preparing the timetable and the craft activities. The librarian ensures that resources required are available in the library on timetabled days.</p>	<p>Templates and photocopies specific to individual crafts</p>	<p>To be implemented from Week 2, Term 1, and continued weekly until Week 9, Term 4</p>	<p>Monitor student attendance at weekly cultural craft activities. Success will be indicated by the active engagement of an average of at least 20 students each week.</p> <p>Collect feedback from students attending craft activities. Success will be reflected by positive feedback.</p>
<p>Gather input from students and staff regarding their perspectives on how hauora manifests within their respective cultures.</p>	<p>The ELLs teacher is responsible for collecting student and staff voice, and sharing back to the staff. All staff are responsible for knowing and respecting what hauora looks like for students and staff once the information has been shared with them.</p>		<p>Student and staff voice to be collected and shared by the end of Term 1</p>	<p>Collect student and staff voice regarding hauora at the end of terms 1 and 4. Success will be indicated by qualitative evidence of an improved understanding of what hauora looks like in different cultures by staff and students.</p>

Provide opportunities for all students to share about aspects of their culture during weekly timetabled circle time speaking rounds to promote understanding and inclusivity.	The ELLs teacher is responsible for providing the circle time plan and topic. Classroom teachers are responsible for ensuring that circle time takes place.	Weekly circle time plans	To be implemented from Week 2, Term 1, and continued weekly until Week 8, Term 4	<p>Conduct student and teacher surveys at the end of each term to gather feedback on participants' experiences, satisfaction levels, and suggestions for improvement. Success will be reflected in positive feedback and high satisfaction.</p> <p>Conduct surveys at the beginning and end of the programme to measure changes in students' knowledge, attitudes, and perceptions regarding different cultures. Success will be shown by positive shifts in these areas.</p>
Invite adult members of the school community to come to school to teach students and/or staff about their culture and/or help students to take part in an activity specific to their culture.	The ELLs teacher is responsible for creating an invitation via Hero, and will determine the most appropriate forum for each visit in consultation with senior management.	Resources specific to each visit - to be determined via discussion with visiting adults	Invitation to be sent by the end of Term 1	Consider the response to the invitation, and remind adult community members termly if monitoring of the response indicates that uptake is low ( <b>don't know what number?</b> ). Success will be indicated by at least ? adult sharers by the end of 2024.
Provide opportunity for an event that supports each culture represented at BBPS to share about their culture to the whole school.	The ELLs teacher and senior management are responsible for the organisation of the event, classroom teachers are responsible for supporting a group to share about their culture.	Resources specific to each culture's choice of sharing - to be determined by discussion with the adult leading each group.	By the end of Term 3	Success will be indicated by every student and staff member being included in an event that celebrates their culture.
Invite adult members of ESOL students' families to a parent evening to talk about the process of English language acquisition and answer any questions they may have.	The ELLs teacher, a member of senior management and a bilingual Mandarin speaking learning assistant.		By the end of Term 1, and again at the beginning of Term 4	Success will be indicated by parents attending meeting, and from feedback from attendees as to the value of the meeting.

**Strategic Goal 3**

Foster positive hauora (well-being).

Regulation 9(1)(a)

**Annual Target/Goal:**

(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)

Regulation 9(1)(a)

- To increase the percentage of students who feel comfortable to be themselves at school from 85% agree or strongly disagree to 95%.

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  Regulation 9(1)(b)	<b>Who is Responsible</b>  Regulation 9(1)(c)	<b>Resources Required</b>  Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>  Regulation 9(1)(d)
Gather input from students and staff regarding their perspectives on how hauora manifests within their respective cultures.  <i>This action is also included in strategic goal 2 as it relates to both goals 2 and 3</i>	The ELLs teacher is responsible for collecting student and staff voice, and sharing back to the staff. All staff are responsible for knowing and respecting what hauora looks like for students and staff once the information has been shared with them.	Questions for students and staff that allow us to find out about hauora from student and staff perspectives.	Student and staff voice to be collected and shared by the end of Term 1	Collect student and staff voice regarding hauora at the end of terms 1 and 4. Success will be indicated by qualitative evidence of an improved understanding of what hauora looks like in different cultures by staff and students.

<p>Conduct a hauora survey with groups of children from years 4, 5 and 6. Ensure that there is variety in gender, ethnicity and academic levels.</p>	<p>The ELLs teacher is responsible for collecting student voice, and sharing back to the staff. All staff are responsible for providing ongoing opportunities to levels of hauora.</p>	<p>Student hauora survey.</p>	<p>By the end of term 1, then repeated at the end of terms 2, 3 and 4</p>	<p>Success will be indicated by qualitative data that indicates improved hauora on a termly basis.</p>
<p>Provide weekly opportunities for students to identify, understand and share their experiences of specific feelings during circle time.</p>	<p>The ELLs teacher is responsible for creating lesson plans. Classroom teachers are responsible for teaching the lessons.</p>	<p>Circle time lesson plans.</p>	<p>To be implemented in week 2, term 1, then continued weekly until week 8, term 4</p>	<p>Success will be indicated by comparing questionnaires completed by groups of students at each year level in terms 1 and 4 that show an increase in students' being able to name and describe the feelings taught during the year.</p>
<p>Train student counsellors in supporting other students to solve their social challenges through peer mediation.</p>	<p>The ELLs teacher is responsible for training the peer mediators. All staff are responsible for referring children to peer mediators if they are having a small, self-manageable friendship issue.</p>	<p>Cool Schools peer mediation pack.</p>	<p>Training to be completed by the end of term 1</p>	<p>Success will be indicated by data collected by student counsellors throughout the year regarding social challenges that they have supported other students to self-resolve.</p>
<p>Provide weekly opportunities for students to share a problem and ask for ideas about how to solve it during circle time</p>	<p>Classroom teachers, using the circle time plan that the ELLs teacher is responsible for creating.</p>	<p>Circle time lesson plans.</p>	<p>To be implemented in week 7, term 1</p>	<p>Success will be indicated by the collection of narrative data from teachers that shows that problems have been shared, and resolutions have been suggested.</p>

