

BERHAMPORE SCHOOL

Strategic Plan
2022-2025





TE HOROPAKI CONTEXT

There are approximately 300 children attending Berhampore School representing 23 ethnic groups and speaking 24 languages. Approximately one in seven of our children identify as Māori. We have a relatively high number of children from the Middle East and Africa compared to most schools in Wellington. Some of our children and their families hold refugee status.

Berhampore School is committed to giving effect to Te Tiriti o Waitangi. We are on a journey to better reflect local tikanga Māori, mātauranga Māori and te ao Māori in our plans, policies and curriculum, and are working to find ways to ensure better representation of whānau Māori in our school governance. We have always and will always seek to ensure that our tamariki Māori experience educational success alongside all other students. In response to feedback from our community, this strategy also contains an ambition to significantly increase the use of te reo Māori by all staff and students over the next three years.

For all children, our school is a hub for learning. In our conventional classrooms and our Montessori unit, we rigorously build upon and grow our students' bodies of knowledge. Through our approaches to teaching and learning, we gift our students the skills and abilities to flexibly apply this knowledge at school and in their lives.

We use our diversity and our focus on inclusion to show students the importance of using their knowledge, skills and abilities to help themselves, their whānau, their communities and society become a better place.



TE WHĀINGA TĀHUHU VISION

Berhampore School is everyone's school.

TE KAUPAPA MĀTĀMUA PURPOSE

**We nurture and inspire children to be their best:
in their learning journey, as a friend to others,
and as a friend to themselves.**

At Berhampore School, we:

Harness creativity for teaching and learning

We are creative in our approaches to growing knowledge, skills and abilities in order to create confident and capable learners, citizens and human beings.

Celebrate social and cultural diversity

We weave together the different backgrounds and aspirations of our families to create a community that celebrates diversity. We see diversity as a key asset to learning.

Champion inclusion

We remove barriers to learning so that all children are welcome and can thrive through their education at school.

Embrace neurodiversity

We understand that each child is unique with their own gifts and strengths.

NGĀ WHANONGA PONO VALUES



We care

Berhampore School is a kind and supportive learning environment. We acknowledge and uplift the mana of each person in our school community and help everyone, no matter what. We see our children as kaitiaki who are learning to care for themselves, for others and for the world around them. We treat our classrooms, our playground and our environment with respect.



We are celebrated

Berhampore School celebrates the success of all our students. We understand that success looks different for everyone. Being joyful about the progress and achievements of all our children motivates us to keep learning and being our best.



We can be ourselves

Berhampore School has lots of different types of people, opportunities and experiences. We acknowledge the whakapapa and personal histories of tamariki, their families and whānau and our staff. At our school, you can be whoever you want to be without being afraid, and you can learn in your own way.



We are connected

Berhampore School embraces whanaungatanga to foster a sense of belonging and togetherness. We engage in positive and collaborative relationships with our tamariki, their families and whānau, and amongst our staff. We see ourselves as one big team, and we include everybody. We also promote connectedness to our local places and their stories, acknowledging in particular the special status of Te Āti Awa as mana whenua.



NGĀ RAUTAKI STRATEGIC PRIORITIES

1 AKORANGA—LEARNING

Goal To support every child to succeed in developing foundation skills and capabilities, including language, literacy and numeracy.

What success looks like in 2025 Every child is developing academically, socially and emotionally towards their own full potential.

We have equitable learning outcomes across our diverse student population.

Every child feels successful and motivated to learn.

How we will know we've achieved it Increasing percentage of children who meet or exceed curriculum expectations for their age group in literacy and numeracy as they progress through the school.

Year-on-year progression in children with additional needs towards meeting the goals set out in their Individual Education Plan.

Increased equity in learning outcomes by ethnicity as children progress through the school.

Teachers observe increased engagement and motivation for specifically identified children.

HAUORA—WELLBEING

Goal To protect and promote the wellbeing of our school community.

What success looks like in 2025 Staff and children feel safe to be themselves, and have a sense of belonging.

The skills, knowledge and expertise that teachers and teaching assistants contribute are valued and supported.

Teachers and teaching assistants feel appropriately equipped and supported to meet the diverse learning needs of our children in a sustainable way.

We have a strong school culture around positive behaviour for staff and children.

How we will know we've achieved it The cultural practices and identity of children and staff are consistently reflected in school life.

Year-on-year improvements in wellbeing survey results.

Exit interviews indicate that staff leave Berhampore School satisfied with their professional working life.

Teachers have access to high quality, regular and impactful professional development and/or mentoring.

Staff, whānau and children are confident that school processes are effective at reducing and addressing harmful behaviours at school.

TE AO MĀORI—MĀORI WORLD VIEW

Goal To deepen our connection with Te Ao Māori.

What success looks like in 2025 Staff and children learn and practice tikanga and use Te Reo increasingly during the school day.

We connect to the aspirations of Te Āti Awa through immersive experiences in Te Ao Māori.

Whānau Māori are better represented in school governance and decision-making.

How we will know we've achieved it Attain Level 4b of Te Reo Māori Learning and associated operational funding.

Staff and children are confident observing tikanga as part of their life.

Staff, children and board members have increased experience of Te Ao Māori in a variety of settings.

Board consistently includes representation by Māori from the 2022 election onwards.

MAHI TAHI—WORKING TOGETHER

Goal To foster collaboration within and between staff and the community.

What success looks like in 2025 Relationships within and between staff and the community are mutually respectful and characterised by active listening, transparency and trust.

School communications are streamlined and sustainable for staff and families.

Coherence in teaching practice across the school.

Coherence in collaboration between teachers and teaching assistants.

The school is fully supported by an engaged parent/carers community.

How we will know we've achieved it Input is sought from whānau and other key stakeholders when we make changes to our school.

Twice-yearly student reports meet the needs of whānau in communicating literacy, numeracy and competency-based progress of children.

The method of teaching (pedagogy) and teaching practices (methodology) in the local curriculum is observable in all classrooms.

Teachers and teaching assistants work as a team and this is reflected in children's learning.

Greater number of community volunteers actively engaged to support the school.

Profile of volunteers increasingly reflects our diverse school community.

Comprehensive and welcoming onboarding experience for new families, particularly at new entrants.



ĀHUATANGA ŌKIKO—PHYSICAL ENVIRONMENT

Goal To enhance the functionality and appearance of our school's physical environment, so that we feel proud and inspired to learn.

What success looks like in 2025

The physical environment:

- Welcomes and caters to the needs of our diverse community
- Is enjoyed and respected by children
- Is able to be used creatively by teachers and teaching assistants as a flexible learning resource
- Is well-designed, safe, clean and beautiful

How we will know we've achieved it

Improved classroom, playground and sporting facilities in line with an agreed Master Plan.

Improved physical representation of different cultures (including bilingual signage).

Every child feels that the school environment meets their diverse needs.

Our buildings and play areas are well looked after by children and staff.