

Berhampore School Annual Plan 2022

1. Akoranga Learning

STRATEGIC PLAN			ANNUAL PLAN		
Goal	What success looks like in 2025	How we will know we've achieved it	Priorities for 2022	Targets for 2022	Reporting
<p>Akoranga</p> <p>To support every child to succeed in developing foundation skills and capabilities, including language, literacy and numeracy.</p>	<p>Every child is developing socially, emotionally and academically towards their own full potential.</p> <p>We have equitable learning outcomes across our diverse student population.</p> <p>Every child feels successful and motivated to learn.</p>	<p>Increasing percentage of children who meet or exceed curriculum expectations for their age group in literacy and numeracy as they progress through the school.</p> <p>Year-on-year progression in children with additional needs towards meeting the goals set out in their Individual Education Plan.</p> <p>Increased equity in learning outcomes by ethnicity as children progress through the school.</p> <p>Teachers observe increased engagement and motivation of identified children.</p>	<p>Developing rich literacy programmes that incorporates structured literacy.</p> <p>Develop a transition literacy programme from junior to senior school for target children.</p> <p>First stage PLD for redeveloping the maths programme incorporating Numicon for juniors.</p> <p>PLD on teacher observation tools and assessment for learning.</p>	<p>80% of children in years 2, 3 and 4 cohorts achieving at peer levels for Reading and Writing</p> <p>80% of MELAA, Māori and Pasifika children achieving at peer levels for reading and writing.</p> <p>80% of children in years 2 and 3 achieving at peer levels for Math.</p> <p>Teachers using digital tools (Seesaw and Smata) that record learning stories and engagement.</p>	<p>Mid and end of year Literacy and Math reports.</p> <p>Learning Support Report</p> <p>Reading Recovery Report</p>

2. Hauora Wellbeing

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Goal	What success looks like in 2025	How we will know we've achieved it		Priorities for 2022	Targets for 2022	Reporting
Hauora To protect and promote the wellbeing of our school community [NELPS 1, 3]	Staff and children feel safe to be themselves and have a sense of belonging. The skills, knowledge, and expertise that teachers and TAs contribute are valued and supported. Teachers and TAs feel appropriately equipped 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.	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.	S C H O O L	Professional Development Priorities: <ul style="list-style-type: none"> • Zones of Regulation as a whole school wellbeing strategy • Cultural competencies • Assessment for Learning 	Children knowing emotional zones and regulation strategies. Staff defined cultural competencies. Learning informed by teacher's observations for assessment.	NZCER Wellbeing Survey PB4L Annual SET Report RTLB PLD impact data Milestone reports for centrally funded PLD Principal's report on teacher feedback meetings each term.
				Manage staff workload for sustainability and emphasis on work/life satisfaction. Socialise the school behaviour processes within the school community. Implement peer mediation in the playground.	Teachers reporting positive engagement with workload, supports for high needs children and boundaries ensuring personal life. Parents understand the school behaviour processes. Wellbeing survey shows an increase in children agreeing they feel safe at school	Diversity and Inclusion committee: <ul style="list-style-type: none"> - terms of reference - Workplan
			B O A R D	Board to formalise a Diversity and Inclusion committee and finalise and implement its work plan.	Board understands Inclusion Policy Developing an understanding of the practices in the school that support culture and identity of the children and staff.	

3. Te Ao Māori Māori World View

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Goal	What success looks like in 2025	How we will know we've achieved it		Priorities for 2022	Targets for 2022	Reporting
Te Ao Māori To deepen our connection with Te Ao Māori [NELPS: 3,5]	Staff and children learn and practice tikanga and use Te Reo increasingly during the school day. We connect to the aspirations of Te Ati Awa through immersive experiences in Te Ao Māori. Whanau Māori are better represented in school governance and decision-making.	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.	S C H O O L	PLD for korero o te reo Māori and waiata for staff. Kura Ahurea Year 2 Connecting PLD on Cultural Competencies to Te Āti Awa histories. Celebration of new public holiday Matariki	Staff are confident in using kupu, rerenga and waiata consistently in learning. Staff will understand and use Purakau o Te Āti Awa in their children's learning. Interactive hangi experience for all children at Matariki.	Te Ao Māori Report Term 3
				B O A R D	Complete Hautū self-review assessment and planning tool for Boards and begin to implement priority actions Reinvigoration of Te Ata Kura whānau group Board induction includes completing NZSTA Te Tiriti o Waitangi 1&2	

4. Mahi tahi Working Together

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<p>Mahi tahi</p> <p>To foster collaboration within and between staff and the community</p> <p>[NELPS, 2]</p>	<p>Relationships within and between staff and the community are mutually respectful and characterised by active listening, transparency and trust.</p> <p>School communications are streamlined and sustainable for staff and families.</p> <p>Coherence in teaching practice across the school.</p> <p>Coherence in collaboration between teachers and TAs.</p> <p>The school is fully supported by an engaged parent/carer community.</p>	<p>Input is sought from key stakeholders when we make changes to our school.</p> <p>Twice-yearly student reports meet the needs of whānau in communicating literacy, numeracy and competency-based progress of children.</p> <p>The method of teaching (pedagogy) and teaching practices (methodology) in the local curriculum is observable in all classrooms.</p> <p>Teachers and TAs work as a team and this is reflected in children's learning.</p> <p>Greater number of community volunteers actively engaged to support the school.</p> <p>Profile of volunteers increasingly reflect our diverse school community.</p> <p>Welcoming onboarding experience for new families, particularly at new entrants.</p>	<p>Key stakeholders are included in change processes, where appropriate.</p> <p>PLD for teachers on writing narrative learning stories with whanau in mind</p> <p>Use of PLD to align the local curriculum throughout the school</p> <p>Develop new ways for parents to support learning</p> <p>Review the welcome to school processes that includes new entrant teachers, Learning Support Coordinator and principal.</p>	<p>Parents are informed and understand key changes that arise e.g. COVID measures</p> <p>Whanau satisfaction with the reporting narrative from teachers</p> <p>Continuity observed across the school in the delivery of the local curriculum</p> <p>Parent feedback reflects a positive experience with school transition</p>	<p>School app Korero Facebook Principal's report</p> <p>Report on collation of feedback on children's reports.</p> <p>Curriculum reports Seesaw Smata App</p> <p>Report on feedback from teachers, LSCO and Whānau on transition process. Terms 2 and 4.</p>

5. Ahuatanga Ōkiko Our physical environment

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Goal	What success looks like in 2025	How we will know we've achieved it		Priorities for 2022	Targets for 2022	Reporting
Āhutatanga ōkiko To enhance the functionality and appearance of our school's physical environment, so that we feel proud and inspired to learn. [NELPS: 2,3,5]	The physical environment: <ul style="list-style-type: none"> • 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 TAs as a flexible learning resource • Is well-designed, safe, clean and beautiful 	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.	S C H O O L	Enviro project reviewing waste management and gardens in the school. Mural art project New PB4L signage displayed around the school Complete the 2022 renovation project.	Reallocated classrooms for cohesive teaching teams. Children participation in collection and management of recyclables and landfill waste. A new recycling system added to the school's waste management plan for soft plastics Existing renovation completed with as little disruption to teaching and learning as possible.	Property Manager Reports Principal Reports Enviro Schools Report Term 3 PB4L Set Report. Principal's report to Board.
				B O A R D	Board establishes a committee who will: <ul style="list-style-type: none"> - Work to develop a Masterplan including: working with WCC and MoE on projected roll growth - Create a timeline from the Masterplan for development, that aligns with the strategic plan - Identify and apply for funding for specific projects from the master plan 	Costed Masterplan produced.

