



BEACONSFIELD SCHOOL

A Beacon Lighting the Path of Excellence and Wellbeing

STRATEGIC PLAN

Annual Implementation Plan 2025



Excellence

Respect

Creativity

Perseverance

Initiative

NELP

Objective 1 - LEARNERS AT THE CENTER	Objective 2 - BARRIER FREE ACCESS	Objective 3 - QUALITY TEACHING AND LEADERSHIP	Objective 4 - FUTURE OF LEARNING AND WORK
<p>Learners with their whānau are at the centre of education</p> <p>1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>2 - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	<p>Great education opportunities and outcomes are within reach for every learner</p> <p>3 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p> <p>4 - Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy.</p>	<p>Quality teaching and leadership make the difference for learners and their whānau</p> <p>5 - Meaningfully incorporate Te Reo Māori and tikanga Māori into the everyday life of the place of learning.</p> <p>6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	<p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p>7 - Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.</p>

The Government’s six education priorities		
A.	Clearer curriculum:	Establishing a knowledge-rich curriculum grounded in the science of learning.
B.	Better approach to literacy and numeracy:	Implementing evidence-based instruction in early literacy and mathematics.
C.	Smarter assessment and reporting:	Implementing consistent modes of monitoring student progress and achievement.
D.	Improved teacher training:	Developing the workforce of the future, including leadership development pathways.
E.	Stronger learning support:	Targeting effective learning support interventions for students with additional needs.
F.	Greater use of data:	Using data and evidence to drive consistent improvement in achievement.

COMMUNITY RELATIONSHIPS				
NELP: 7, 3, 1, 2 GP:				
Goal				
Grow and develop consistent and strong relationships to support the achievement of our goals.				
Strategic Initiatives				
Establish and support positive ECE connections Events held at school involving the school and wider community The school will ‘give back’ to the community during the year Beaconsfield attends public and educational activities				
Success				
Our partnerships are strong and our goals are reached				
Annual Implementation Plan and 3-Year Roadmap				
	2025	2026	2027	
Term 1	<ul style="list-style-type: none">ECE’s visited by NE teacher or principal or bothStaff Rep selected for PTACommunication to parents is timely and clear using HERO, email and Facebook	<ul style="list-style-type: none">ECE’s visited by NE teacher or principal or bothStaff Rep selected for PTACommunication to parents is timely and clear using HERO, email and Facebook	<ul style="list-style-type: none">ECE’s visited by NE teacher or principal or bothStaff Rep selected for PTACommunication to parents is timely and clear using HERO, email and Facebook	
Term 2	<ul style="list-style-type: none">ECE’s visited by NE teacher or principal or bothSchool sources and opportunity to “Give Back” to the communityCommunication to parents is timely and clear using HERO, email and Facebook	<ul style="list-style-type: none">ECE’s visited by NE teacher or principal or bothSchool sources and opportunity to “Give Back” to the communityCommunication to parents is timely and clear using HERO, email and Facebook	<ul style="list-style-type: none">ECE’s visited by NE teacher or principal or bothSchool sources and opportunity to “Give Back” to the communityCommunication to parents is timely and clear using HERO, email and Facebook	

Term 3	<ul style="list-style-type: none"> ECE's visited by NE teacher or principal or both School sources and opportunity to "Give Back" to the community Community survey around school Communication to parents is timely and clear using HERO, email and Facebook 	<ul style="list-style-type: none"> ECE's visited by NE teacher or principal or both School sources and opportunity to "Give Back" to the community Community survey around school Communication to parents is timely and clear using HERO, email and Facebook 	<ul style="list-style-type: none"> ECE's visited by NE teacher or principal or both School sources and opportunity to "Give Back" to the community Community survey around school Communication to parents is timely and clear using HERO, email and Facebook
Term 4	<ul style="list-style-type: none"> ECE's visited by NE teacher or principal or both Review of Yr 7&8 programme from student voice Large fundraiser run by school that involves wider community and others outside community Ensure Enrolment Scheme is set and relevant for future Communication to parents is timely and clear using HERO, email and Facebook 	<ul style="list-style-type: none"> ECE's visited by NE teacher or principal or both Review of Yr 7&8 programme from student voice Large fundraiser run by school that involves wider community and others outside community Ensure Enrolment Scheme is set and relevant for future Communication to parents is timely and clear using HERO, email and Facebook 	<ul style="list-style-type: none"> ECE's visited by NE teacher or principal or both Review of Yr 7&8 programme from student voice Large fundraiser run by school that involves wider community and others outside community Ensure Enrolment Scheme is set and relevant for future Communication to parents is timely and clear using HERO, email and Facebook
	Measurement: <ul style="list-style-type: none"> Tangible connections have been developed through various means within and outside of the school School roll sits between 101 and 126 children The school has a steady roll with strong numbers for 2026 	Measurement: <ul style="list-style-type: none"> Tangible connections have been developed through various means within and outside of the school School roll sits between 101 and 126 children The school has a steady roll with strong numbers for 2027 	<ul style="list-style-type: none">

INNOVATIVE AND FOCUSSED LEARNING

NELP 1, 2, 3, 4, 7
GP: A, B, C, F

Goal

Our students experience success supported by inspiring and dedicated teachers using relevant knowledge, skills assessment and data.

Strategic Initiatives

- Professional Learning for staff to support their understanding and use of Curriculums
 - Relevant / Valid assessment and data gathered and reviewed
 - The professional Growth Cycle supports curriculum teaching

Success

All children will continue to make progress against the New Zealand Curricula.

Annual Implementation Plan and 3-Year Roadmap

	2025	2026	2027
Term 1	<ul style="list-style-type: none"> Assign RAPLD time to a provider and organise times/sessions Development through RAPLD Enter the Young Farmers Ag Competition Set up REG group for 2025 Continue to embed the new values and Whakatauki through focussed measures Kiwisport (Physical Activator) programme continues Iternierant sports/music/dance programme continues Investigate timetable to see each teacher accommodates agricultural with their programme e.g. garden Exchange Class programme 	<ul style="list-style-type: none"> Assign RAPLD time to a provider and organise times/sessions Engage Rob Proffit White (Maths) and set days for year PLD Engage with Structured Literacy RAPLD Continue with Local Curriculum Development through RAPLD Enter the Young Farmers Ag Competition Set up REG group for 2025 Continue to embed the new values and Whakatauki through focussed measures Kiwisport (Physical Activator) programme continues Iternierant sports/music/dance programme continues Investigate timetable to see each teacher accommodates agricultural with their programme e.g. garden 	<ul style="list-style-type: none"> Assign RAPLD time to a provider and organise times/sessions Development through RAPLD Enter the Young Farmers Ag Competition Set up REG group for 2025 Continue to embed the new values and Whakatauki through focussed measures Kiwisport (Physical Activator) programme continues Iternierant sports/music/dance programme continues Investigate timetable to see each teacher accommodates agricultural with their programme e.g. garden Exchange Class programme
Term 2	<ul style="list-style-type: none"> Enter Ag Competitions where possible Field Trips x2 by groups Continue with RAPLD sessions (Local Curriculum and Maths) as a small group and a wider staff Continue to embed the new values and Whakatauki through focussed measures Kiwisport programme continues Iternierant sports/music/dance programme continues Exchange Class programme 	<ul style="list-style-type: none"> Enter Ag Competitions where possible Field Trips x2 by groups Continue with RAPLD sessions (Local Curriculum and Maths) as a small group and a wider staff Continue to embed the new values and Whakatauki through focussed measures Kiwisport programme continues Iternierant sports/music/dance programme continues 	<ul style="list-style-type: none"> Enter Ag Competitions where possible Field Trips x2 by groups Continue with RAPLD sessions (Local Curriculum and Maths) as a small group and a wider staff Continue to embed the new values and Whakatauki through focussed measures Kiwisport programme continues Iternierant sports/music/dance programme continues Exchange Class programme
Term 3	<ul style="list-style-type: none"> Investigate timetable changes to incorporate Agricultural as part of the focussed timetable e.g. club time Continue with RAPLD sessions (LC and Maths) as a small group and a wider staff Exchange Class programme 	<ul style="list-style-type: none"> Investigate timetable changes to incorporate Agricultural as part of the focussed timetable e.g. club time Continue with RAPLD sessions (LC and Maths) as a small group and a wider staff 	<ul style="list-style-type: none"> Investigate timetable changes to incorporate Agricultural as part of the focussed timetable e.g. club time Continue with RAPLD sessions (LC and Maths) as a small group and a wider staff Exchange Class programme
Term 4	<ul style="list-style-type: none"> Pet Day @ school used to celebrate Agriculture not only pets but to invite sponsors and sectors 	<ul style="list-style-type: none"> Pet Day @ school used to celebrate Agriculture not only pets but to invite sponsors and sectors Review Progress and set direction/ programme for 202 	<ul style="list-style-type: none"> Pet Day @ school used to celebrate Agriculture not only pets but to invite sponsors and sectors

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<div>WELL-BEING and HAUROA</div> <div>NELP 1, 2,</div>			
<div>Goal</div> <div>To see the staff and children are happy, healthy, engaged and resilient</div>			
<div>Strategic Initiatives</div> <div>Share supports that can be used for support and help of self and others</div> <div>Develop and embed the character strength of resilience and the confidence to ask for help</div> <div>Undertake regular reviews on Well-being and engagement</div>			
<div>Success</div> <div>Staff and children are proactive in looking after their and others' Hauroa</div>			
Annual Implementation Plan and 3-Year Roadmap			
	2025	2026	2027
Term 1	<ul style="list-style-type: none"> NZCER survey on wellbeing and engagement completed by staff and children Continue to embed the new values and Whakatauki through focused measures Staff morning tea celebration from the Board Kiwisport programme continues Iterneriant sports/music/dance programme continues Review our well-being practices Friday evening debrief sessions Staff social event Engage and support MOE counsellor coming into the school to work with individuals. Ensure school and community know how to engage Engage a Resilience/Emotional Intelligence programme 	<ul style="list-style-type: none"> NZCER survey on wellbeing and engagement completed by staff and children Continue to embed the new values and Whakatauki through focused measures Staff morning tea celebration from the Board Kiwisport programme continues Iterneriant sports/music/dance programme continues Review our well-being practices Friday evening debrief sessions Staff social event Engage and support MOE counsellor coming into the school to work with individuals. Enure school and community know how to engage 	<ul style="list-style-type: none"> NZCER survey on wellbeing and engagement completed by staff and children Continue to embed the new values and Whakatauki through focused measures Staff morning tea celebration from the Board Kiwisport programme continues Iterneriant sports/music/dance programme continues Review our well-being practices Friday evening debrief sessions Staff social event Engage and support MOE counsellor coming into the school to work with individuals. Ensure school and community know how to engage
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2025 Annual Targets and Annual Implementation Plan

Area/ Focus:	Literacy																																																																																																																																																																																
Goals:	<ul style="list-style-type: none">Each child's STAR achievement Stanine will increase by at least 1Those 'working towards' will improve by at least 1 sub-level80% of students will be working at their correct phase and year by the end of 2025																																																																																																																																																																																
Why: (data)	<div><div>Writing</div><div><table><tr><th>Overall</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></tr><tr><th>Judgement</th><th>End of Year 0</th><th>End of Year 1</th><th>End of Year 2</th><th>End of Year 3</th><th>End of Year 4</th><th>End of Year 5</th><th>End of Year 6</th><th>End of Year 7</th><th>End of Year 8</th><th>Totals</th></tr><tr><td>Working Well Above Expected</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0 (0.00%)</td></tr><tr><td>Working Above Expected</td><td></td><td>1</td><td>1</td><td></td><td></td><td>1</td><td>4</td><td>1</td><td>2</td><td>10 (8.47%)</td></tr><tr><td>Working Within</td><td>11</td><td>9</td><td>12</td><td>4</td><td>8</td><td>13</td><td>12</td><td>6</td><td>9</td><td>84 (71.19%)</td></tr><tr><td>Working Towards</td><td></td><td>1</td><td></td><td>4</td><td>2</td><td></td><td>4</td><td>6</td><td>2</td><td>19 (16.10%)</td></tr><tr><td>Working Towards</td><td></td><td></td><td></td><td>1</td><td>1</td><td>1</td><td></td><td>2</td><td>1</td><td>5 (4.24%)</td></tr><tr><td>Totals</td><td>11</td><td>11</td><td>13</td><td>9</td><td>10</td><td>15</td><td>20</td><td>15</td><td>14</td><td>118</td></tr></table></div><div><div>Reading</div><div><table><tr><th>Overall</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></tr><tr><th>Judgement</th><th>End of Year 0</th><th>End of Year 1</th><th>End of Year 2</th><th>End of Year 3</th><th>End of Year 4</th><th>End of Year 5</th><th>End of Year 6</th><th>End of Year 7</th><th>End of Year 8</th><th>Totals</th></tr><tr><td>Working Well Above Expected</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0 (0.00%)</td></tr><tr><td>Working Above Expected</td><td></td><td>2</td><td>8</td><td>2</td><td>1</td><td>3</td><td>8</td><td>2</td><td>6</td><td>32 (27.12%)</td></tr><tr><td>Working Within</td><td>11</td><td>8</td><td>5</td><td>5</td><td>8</td><td>11</td><td>9</td><td>6</td><td>5</td><td>68 (57.63%)</td></tr><tr><td>Working Towards</td><td></td><td>1</td><td></td><td>1</td><td>1</td><td></td><td>3</td><td>5</td><td>2</td><td>13 (11.02%)</td></tr><tr><td>Working Towards</td><td></td><td></td><td></td><td>1</td><td></td><td>1</td><td></td><td>2</td><td>1</td><td>5 (4.24%)</td></tr><tr><td>Totals</td><td>11</td><td>11</td><td>13</td><td>9</td><td>10</td><td>15</td><td>20</td><td>15</td><td>14</td><td>118</td></tr></table></div></div></div>	Overall											Judgement	End of Year 0	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals	Working Well Above Expected										0 (0.00%)	Working Above Expected		1	1			1	4	1	2	10 (8.47%)	Working Within	11	9	12	4	8	13	12	6	9	84 (71.19%)	Working Towards		1		4	2		4	6	2	19 (16.10%)	Working Towards				1	1	1		2	1	5 (4.24%)	Totals	11	11	13	9	10	15	20	15	14	118	Overall											Judgement	End of Year 0	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals	Working Well Above Expected										0 (0.00%)	Working Above Expected		2	8	2	1	3	8	2	6	32 (27.12%)	Working Within	11	8	5	5	8	11	9	6	5	68 (57.63%)	Working Towards		1		1	1		3	5	2	13 (11.02%)	Working Towards				1		1		2	1	5 (4.24%)	Totals	11	11	13	9	10	15	20	15	14	118
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Plan:	<ul style="list-style-type: none">Within teams, establish early-in-the-year trends regarding the children's needs and develop classroom plans to meet these.Use standardised assessment to ensure tracking and trends are consistentWork together to ensure the marking of assessments is consistent and understood across classesAdapt the classroom literacy programmes to meet the needs of the childrenEngage with outside agencies to assist in teacher development, skill growth and child progressRegularly monitor progress and evaluate the literacy development of the students to ensure they are making progressMid-year and end-year data collected and analysed to confirm on-trackSeek assistance to support the oral language development of studentsStructured Literacy as part of the classroom programmeUse homework to support the progress of the children																																																																																																																																																																																

Area/ Focus:	Numeracy																																																																																																														
Goals:	<ul style="list-style-type: none">● Basic Facts assessment results will increase overall accuracy by 10%● Those students who reached at 80% in the first test will 100% at the end of year● 70% of students will be working at their correct phase and year by the end of 2025																																																																																																														
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Working Well Above Expected										0 (0.00%)																																																																																																					
Working Above Expected		2	5		1	2	7		5	22 (18.64%)																																																																																																					
Working Within	11	9	8	7	8	6	10	9	6	74 (62.71%)																																																																																																					
Working Towards				1		6	3	4	1	15 (12.71%)																																																																																																					
Working Towards				1	1	1		2	2	7 (5.93%)																																																																																																					
Totals	11	11	13	9	10	15	20	15	14	118																																																																																																					
Plan:	<ul style="list-style-type: none">● Include a strong focus on Number Knowledge and Basic facts in class programmes and support programmes● Investigate, use and review a range of strategies to assist the children in improving their knowledge and skills● Establish gaps and trends of the students at the start of 2025 and, as a team, create a plan to overcome them● Regular assessment and evaluation to monitor the progress● Teacher aides to be used to support the Basic Fact improvement of the children● Teachers to demonstrate the Just in Time Maths expectations and way of thinking in classes.● Use homework to support the progress of the children.																																																																																																														

<div>TREATY OF WAITANGI PRINCIPLES</div> <div>PROTECTION PARTNERSHIP PARTICIPATION</div> <div>All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture.</div>			
<div>AKO</div> <div>Teacher Pedagogy</div> <div><ul style="list-style-type: none">• Staff upskilling in Maori/Pasifika learning styles• Staff upskilling in teaching Te Reo• Staff encouraged to use Te Reo in day-to-day teaching• Appraisals linked to teaching and learning.</div>	<div>RANGATIRATANGA</div> <div>Teacher Effectiveness</div> <div><ul style="list-style-type: none">• Teachers' demeanour to the children• Body language• Passion and enthusiasm for teaching• Using mana to build and enhance relationships• Provide real-life experiences• Use child-friendly vocabulary• Understand and respect customs• Be firm, be brief, move on</div>	<div>WHANAUNGATANGA</div> <div>Building Relationships</div> <div><ul style="list-style-type: none">• Consultation with our Maori /Pasifika community in a variety of ways• Get to know our children's backgrounds• Use people in our community as knowledgeable resources• Get families and whanau involved in school life• Use cooperative learning structures• Teachers share own experiences with the children• Encourage parents of Maori/Pasifika children to become BOT members</div>	<div>HAUORA</div> <div>The Whole Child</div> <div><ul style="list-style-type: none">• Taha tinana- Physical well being• Taha hinengaro- Mental and emotional well-being• Taha whanau- Social well being• Taha wairua – Spiritual well-being</div>