



Strategic Plan 2024 & 2025

Our Mission: At Foxton Beach School we are motivated, diverse, future focused learners, who through connection to our community and environment achieve success.
Ki te Kura o Te Awahou kit te moana he kipakipa, he matatini ngà àkonga aro mataroa kia hono hapori, hono taiao eke panuku ai.

Our Vision:

Hooked on Learning, Hooked on Success.
Potae, i runga i te ako, potae, i runga, i te angitu

Whāinga/Goals

1. To establish cohesive and sustainable systems and structures integrated into our practices using the Te Kura Tapa Whā framework.	2. To establish and implement trauma-informed practices, fostering a culture of safety, trust, for all members of our school community.	3. To strengthen curriculum practices, integrating structured literacy instruction and play-based learning strategies to accelerate student achievement.
<i>Kaupapa/Initiatives</i>		
1.1 Understand Te Kura Tapa Whā framework and its principles.	2.1 Conduct an assessment of our schools current understanding and implementation of trauma-informed practices.	3.1 Conduct a comprehensive review of current curriculum practices in literacy instruction and play-based learning across all year levels.
1.2 Audit current systems and structures to identify strengths and areas for improvement.	2.2 Provide comprehensive training and professional development opportunities for staff to increase their knowledge and skills in trauma-informed practice.	3.2 Provide professional development opportunities for educators to deepen their understanding of structured literacy instruction and play-based learning methodologies.
1.3 Professionally develop staff to further explore Te Kura Tapa Whā framework and how it will be used in our kura.	2.3 Develop and distribute resources and materials that support the integration of trauma-informed practices into daily routines and interactions.	3.3 Collaborate with curriculum specialists and experts to develop curriculum materials and resources that integrate structured literacy principles with play-based learning activities.
1.4 Develop a roadmap for integrating the Te Kura Tapa Whā framework into our practices, including specific goals and timelines.	2.4 WST to oversee the implementation process and provide ongoing support and guidance along with the Principal and Kahui Ako.	3.4 Development and implementation of integrated curriculum practices, ensuring alignment with the NZ curriculum.
1.5 Implement the framework in specific areas to gain insight into our effectiveness and gather feedback.)	2.5 Pilot trauma-informed approaches in select areas of our school to gather feedback and identify areas for improvement.	

Annual Improvement Plan 2024

1. To establish cohesive and sustainable systems and structures integrated into our practices using the Te Kura Tapa Whā framework.

Initiatives	Actions	Outcomes	Measures	When	Who is responsible?
1.1 Understand Te Kura Tapa Whā framework and its principles.	Unpack and review Te Kura Tapa Wha literature to gain an understanding of the Te Kura Tapa Whā framework and its underlying principles.	A clear concise framework that underpins our systems and structures, including policies, planning and our environment.		Term 1 & 2	Senior Leadership team and Unit holder Foxton Beach staff
1.2 Audit current systems and structures to identify strengths and areas for improvement.	Complete a needs assessment and apply the principles of the Te Kura Tapa Whā framework in practical contexts.	The implementation of the framework will contribute to the overall wellbeing and engagement of students, staff, and community members, as it addresses multiple dimensions of wellness and will encourage active participation in school activities.	Attendance Student voice Community Consultation	Term 1 & 2	BOT, Leadership and Staff.
1.3 Professionally develop staff to further explore Te Kura Tapa Whā framework and how it will be used in our kura.	Engage in discussions and collaborative learning opportunities with colleagues implementing the Te Kura Tapa Whā framework.	A clear understanding of the framework and how we implement it at Foxton Beach School.		Term 1 & 2	
1.4 Develop a roadmap for integrating the Te Kura Tapa Whā framework into our practices, including specific goals and timelines.	Hold staff meetings using material, videos, or webinars practitioners familiar with the Te Kura Tapa Whā framework and unpack what this will look like at Foxton Beach School.			Term 3 & 4	
1.5 Implement the framework in specific areas to gain insight into our effectiveness and gather feedback.					

2. To establish and implement trauma-informed practices, fostering a culture of safety, trust, for all members of our school community.

Initiatives	Actions	Outcomes	Measures	When	Who is responsible?
2.1 Conduct an assessment of our schools current understanding and implementation of trauma-informed practices.	Review existing policies, procedures, and practices related to student behaviour management, disciplinary actions, and student support services to identify any elements that align with trauma-informed principles.	A clear understanding of trauma informed practice. Guidelines on how we respond to dysregulation of children and adults at Foxtton Beach School.			Board Senior Leadership Team WST Staff
2.2 Provide comprehensive training and professional development opportunities for staff to increase their knowledge and skills in trauma-informed practice.	Principal will complete the Neurosequential Model of Education with well-being funds to lead staff in this area.		Use models and assessments suggested by the NME.	Term 2	
2.3 Develop and distribute resources and materials that support the integration of trauma-informed practices into daily routines and interactions.	Read and unpack the literature :The Boy Who was Raised as a Dog - Dr Bruce Perry	Deeper understanding of how trauma can impact us and how we will respond.		Term 2 & 3	
2.4 WST to oversee the implementation process and provide ongoing support and guidance along with the Principal and Kahui Ako.					
2.5 Pilot trauma-informed approaches in select areas of our school to gather feedback and identify areas for improvement.	Consider how we will use the nurture space at Foxtton Beach School.	A clear understanding of what the nurture space will look like and how it will be used?		Term 4	

3. To strengthen curriculum practices, integrating structured literacy instruction and play-based learning strategies to accelerate student achievement.

Initiatives	Actions	Outcomes	Measures	When	Who is responsible?
3.1 Conduct a comprehensive review of current curriculum practices in literacy instruction and play-based learning across all year levels.	To apply for MOE PLD with Chrissie Braid for structured literacy Connect with Julia Bevin Paekakariki to explore PBL in whole school development.	A more comprehensive understanding in SL practices A deeper understanding of PBL practices in whole school development	Classroom Observations	Termly	DP AP Unit holders
3.2 Provide professional development opportunities for educators to deepen their understanding of structured literacy instruction and play-based learning methodologies.	To continue to take the lead from DP to guide us in SL practices. To continue to take guidance from Ap in PBL practices and unit holder				
3.3 Collaborate with curriculum specialists and experts to develop curriculum materials and resources that integrate structured literacy principles with play-based learning activities.	Continue to take the opportunities offered in Manawatu with the SL group. Access teachers from Central Normal				
3.4 Development and implementation of integrated curriculum practices, ensuring alignment with the NZ curriculum.	Unpack what play is across the school				