



Strategic Plan 2025 - Working Draft

Our Vision: Foxton Beach School is a place of belonging where we empower curious, brave and kind learners

Four pillars support our vision, like pou in a whare. They are the key focus areas that guide everything we do. They ensure we stay on track to create the best environment for students to learn, grow, and succeed.

Pillar 1: Belonging at Heart – A Place to Feel Safe, Seen, and Inspired

Our children feel safe here — seen, valued, and free to be themselves. This is a place where every child belongs, takes pride in who they are, and knows they are included, no matter what they enjoy and believe. Our spaces spark curiosity, engage with nature, invite movement and celebrate who we are. Our school is alive with colour, creativity, and purpose.

Pillar 2: Empowering Achievement – Curiosity in Learning

We foster curiosity by encouraging learners to ask questions, explore ideas, and take ownership of their learning. Every child is supported to grow academically through meaningful, relevant learning that sparks interest and confidence.

Pillar 3: Nurturing Wellbeing – Brave in Heart and Mind

We support the emotional, social, and physical wellbeing of our learners, empowering them to be brave in facing challenges, managing emotions, and building resilience with the guidance of trusted adults.

Pillar 4: Strengthening Relationships – Kindness in Action

We build strong, respectful relationships grounded in kindness. Our learners, staff, and whānau work together to create a safe and inclusive environment where everyone feels seen, heard, and valued.

Our Values

These are the key values that the School Board see for our school

Respect

Resilience

Kindness

Curiosity



Annual Improvement Plan 2025

Our Strategic Goals

1. Deepen Learner Wellbeing and Emotional Regulation
2. Strengthen Belonging and Connection Across the School Community
3. Enhance Engagement Through Play-Based and Inquiry Learning
4. Build Trauma-Informed and Consistent Teaching Practice
5. Embed Structured Literacy (SL) Practice Schoolwide
6. Grow Internal Leadership and Professional Capacity

ACTIONS	OUTCOMES <i>What we will achieve</i>	RESPONSIBILITY <i>Who will do it?</i>	ONGOING EVALUATION <i>What is happening?</i>	TERM 1	TERM 2	TERM 3	TERM 4
STRATEGIC GOAL: 1,2,4,6							
Implement ALERT Programme across school	Tamariki and staff use shared language and strategies for self-regulation	SLT, Teachers, Karen (expert support)	Staff PD feedback, student use of visuals and language	• Setup, PD, visuals created	• Classroom use begins	Review usage, adjust	• Final check, reflection
Whole School Connection Time weekly (Thursdays)	Build connection and wellbeing across year levels	All staff, SLT	Observations of interactions, student feedback	• Start with staff walkthroughs	• All classes involved	• Keep going, gather student voice	• Reflect and plan next steps
Loose parts & dramatic play in and out of class	Increase engagement, creativity, and social play	Teachers, TAs, SLT to support resources	Engagement levels, teacher observations	• Set up stations	• Embed in programmes	Enhance and extend	Reflect and report
Tuakana-Teina peer games & leadership	Leadership and belonging across year levels	Staff, House Leaders, Senior Students	Student participation, teacher feedback	Identify leaders, train	Games underway	Regular, rostered roles	• Celebrate growth
Establish predictable rhythm to school days	Safe, calm environment with reduced anxiety	All teachers, SLT monitors consistency	Classroom observations, student voice	• Shared schedules, routines set	• Continue routines	Adjust if needed	• Final evaluation



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Consolidate daily Pause Breathe Smile practices	Improved focus and self-awareness	PBS Leads, Teachers	Observations, student voice, teacher PGC	PD on PBS, setup practices	Embed daily routines	Share best practices	Evaluate
PBL in junior classrooms with expansion to seniors	Engagement and deep learning through hands-on inquiry	Terase, Junior Teachers, Sarah Aiono	Work samples, classroom walkthroughs		Sarah Aiono begin Professional Development of Junior School	BPLOT Training for SLT and Unit holder	Evaluate
Consistent school-wide rules and boundaries	Students feel safe with clear, consistent expectations across all settings.	SLT, All staff, PB4L Team	Behaviour data analysis, consistency of adult response, student voice		PB4L PLD begins • Develop shared behaviour matrix • Staff agreement on rules	• PB4L language used consistently • Systems monitored • Reinforcement strategies introduced	• Review and reset expectations • Data-informed adjustments for 2026
STRATEGIC GOAL: 1,3,4,6							
In-person coaching day with Terasa (1 of 3) – Observe classrooms, model strategies, mentor staff	Teachers grow in confidence with play pedagogy and BPLOT indicators	Terase, Rebecca, junior team	Reflection notes, teacher feedback, leadership observations		• First in-person coaching day • Focus on observation and modelling	• Second in-person day • Continued modelling and skill deepening	• Final coaching day • Sustainability focus
Zoom leadership coaching sessions (45 mins) to follow each in-person day – sustain momentum and troubleshoot	Targeted leadership development in PBL, aligned to goals	Terase with SLT and key staff	Meeting notes, follow-up actions implemented		First Zoom follow-up	Second Zoom follow-up	Final Zoom coaching
Embedded mentoring on trauma-informed practice and BPLOT skill development during coaching days	Internal capability grows; team uses shared language and indicators	Terase, SLT, WST, Teachers	Observation of teacher practice, use of indicators, student engagement		Intro to trauma-informed strategies in PBL context	Build consistency in practice across rooms	End-of-year reflection and next steps



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STRATEGIC GOAL: 1,5,6							
Run SL sessions tailored to staff needs	Teachers gain clarity and skill in delivering SL	Marianne, SLT, Teachers	Staff feedback, observation notes	<ul style="list-style-type: none"> Initial planning with SLT Staff needs analysis Code lesson focus (Y4–8) 	<ul style="list-style-type: none"> Group/whole-class lesson delivery (Y0–3) Explicit vocab (Y4–8) 	<ul style="list-style-type: none"> Begin structured writing (Y0–3) Fluency focus 	<ul style="list-style-type: none"> Continued fluency development (Y4–8) Review and consolidate
Observations with SLT tied to next steps and past feedback	Practice aligned to SL indicators and feedback loop embedded	Marianne, SLT	Shared observation schedule, staff reflection	<ul style="list-style-type: none"> Classroom observations begin 	<ul style="list-style-type: none"> More targeted observations linked to vocab and code 	<ul style="list-style-type: none"> Focus on structured writing pedagogy 	<ul style="list-style-type: none"> Final round of observations and review
Support with SL content for our website (wording/videos)	Ongoing access to SL content for new/current staff	Marianne	Videos uploaded, website updates tracked	<ul style="list-style-type: none"> Planning structure for website content Draft initial resources 	<ul style="list-style-type: none"> Upload videos on phoneme fingers, blending 	<ul style="list-style-type: none"> Add structured writing and fluency resources 	<ul style="list-style-type: none"> Review staff access and usage
Set up school visits to observe SL in action	Teachers see SL modelled across contexts	Marianne, SLT	Feedback from visiting staff		<ul style="list-style-type: none"> First round of school visits for interested staff 	<ul style="list-style-type: none"> Second round visits with writing focus 	Optional targeted visits
Delivery of key SL focus areas (Y0–8): - Phoneme fingers - Blending & segmenting - Fluency & vocab - Structured writing	Build consistent SL practice across school; support long-term implementation	Y0–3 and Y4–8 Teachers, SLT	Student data, DIBELS results, PGC reflections	<ul style="list-style-type: none"> Code teaching in Y4–8 starts Phoneme fingers and phonemic awareness begins 	<ul style="list-style-type: none"> Whole class/group SL lessons in Y0–3 Explicit vocab taught in Y4–8 	<ul style="list-style-type: none"> Begin structured writing in Y0–3 Continue fluency focus schoolwide 	<ul style="list-style-type: none"> Fluency teaching embedded Teachers confident and consistent