



# Annual Plan 2022

## **Mission Statement**

At Foxton Beach School we are motivated, diverse, future focused learners who through connection to our community and environmental 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 learning is supported by our values of

- Respect *Whakaute*
- Innovation *Auahatanga*
- Confidence *Màia*
- Excellence *Hiranga*

And we incorporate the Key Competencies in all we do.

## **Vision**

**Hooked on Learning, Hooked on Success.**

*Potae, i runga i te ako, potae, i runga, i te angitu*

## **Core Values**

### **RESPECT**

Honesty  
Loyalty  
Valuing each other

### **INNOVATION**

Always trying new ideas

### **CONFIDENCE**

Being proud of ourselves and our achievements

### **EXCELLENCE**

Doing the best in all we do.

# Our Principles – 2022

Our Teachers will deliver quality teaching in all curriculum areas.

- All Teachers will have thorough planning which will cater for all abilities in their class.
- There will be an emphasis on incorporating information communication technology into all curriculum areas.
- The staff will develop and promote high expectations of behaviour and work standards
- The Principles of the Treaty of Waitangi will be recognized as an important part of the culture of Foxton Beach School
- All staff will continue to provide a warm, nurturing environment both in and out of class.



# STRATEGIC GOALS 2021 – 2023



## **GOAL 1**

Seamless Pathways for Our Students.

We will develop better pathways into Foxton Beach School for our pupils and their whanau. We will continue to develop the way our students transition between hubs to ensure that as they move up the school their needs and wellbeing is being catered to. We will continue to develop better transition for our senior students into the local high schools in the Horowhenua.

## **GOAL 2**

Adaptive Innovative Teaching and Learning.

Using the latest pedagogy to ensure we are providing our students with the most up to date teaching and learning methods. This also needs to be done in conjunction with the approaches that we have already embedded. Ensure our localised curriculum meets the needs of our students and community with the learning progression frameworks coming across all learning.

## **GOAL 3**

Holistic Wellbeing.

We will ensure that we are better catering to the physical and emotional wellbeing of our students. We will focus on engagement and attendance at school and we will strive to make school a positive place for students to learn and for parents to be a part of.

## **GOAL 4**

Meaningful Relationships.

We will develop stronger relationships with parents and our wider community and we will strengthen our relationship with our local iwi, Ngati Raukawa. We will look for ways for students to engage in learning in our local environment and for people in our community to be part of the success of our students.

# Charter Information

## Consultation

In developing the charter/updated charter for Foxton Beach School the Board has consulted with the school community through/by:

- As a component of the boards self-review cycle and charter development
- As a questionnaire to parent community seeking information about the direction of the school and as to how they feel our charter goals are being met.

## Recognising New Zealand Cultural Diversity

Foxton Beach School recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture.

The Board demonstrated its recognition of New Zealand's cultural diversity through:

- Reflecting on the unique place of Maori within our policy documentation and curriculum statements.
- The continuing development of policies and practices that reflect New Zealand cultural diversity.
- Providing all students with experiences and understandings in cultural traditions, language and local history.
- Visits by students to local Marae.
- During the development of our long term plans we incorporate components of Te Reo and Tikanga Maori.
- Staff using commands and language in the classroom as and when appropriate.

## How the Board will respond to any request for instruction in Te Reo Maori

The Board will respond to any request for instruction in Te Reo Maori by:

- Advising the parents of the current level of Te Reo Maori and Tikanga Maori available at the school .
- Offering to explore possibilities for extending the current provision including.
- Dual enrolment with the Correspondence School.
- Consulting with the School Advisor Maori.

## How the Board will ensure an inclusive education for children with special education needs

The board will ensure all students with special education needs will:

- Be able to enrol at this school.
- All efforts will be made to overcome any physical barriers to this.
- In coordination with specialist advice, a program will be established to meet their specific needs.
- The school will have a special needs register which identifies children who are not succeeding or who are at risk of not succeeding.
- The Principal or staff rep will keep the Board informed of the progress of the children on this roll.
- All teachers will identify children with special needs and develop programs that suit their needs in consultation with their parents and specialist advisors.
- The school SENCO will monitor these children and meet with teachers to discuss ongoing needs.
- All teachers will report back to parents on the progress their children are making.

# ANNUAL PLAN



2022

## Holistic Wellbeing

<i>We will ensure that we are better catering to the physical and emotional wellbeing of our students. We will focus on engagement and attendance at school and we will strive to make school a positive place for students to learn and for parents to be a part of.</i>	<b>Goal</b>	<b>What Does This Look Like?</b>	<b>Outcome</b>
	Share knowledge of how we keep students safe online	Focus on Netsafe on an ongoing basis. Knowledge is shared with children and parents. Investigate the NZ Police cyber bullying program for Yr4 -8 as part of the kia kaha program we will try and fit in if NZ Police are available	We ran the Kia Kaha program with all the classes this year. As part of this my middle and senior hub looked at aspects of staying safe online. The seniors also looked at aspects of this while undertaking the Manaialalani work.
	To develop the whare tapa whā model within the school	Growth mindset Yr 7-8. Mindfulness across the school - to be reviewed. Physical exercise on a regular basis - school wide Te tinana - start Term 2, 2 mornings a week, whole school.	We have had a number of staff meetings to unpack te whare tapa whā. The teachers have trialled different things within their own hubs to unpack the model with the children. The senior hub have done a really good job and they have attached visuals to their whare to show how they are implementing things. When we undertake our strategic planning for 2023 we will be incorporating aspects into our plan
	Revamp Assemblies to focus more on the positives and celebrate success -whakawhanaungatanga.	Get a focus group of students to do this. They take the lead and plan out some new ideas. Making it more interactive.	Rebecca Lock took this over and organised this with the school leaders. When we have our assemblies now they are in their houses and each house has a turn at running the assembly. There is also a fun challenge as part of it.
	Passion based projects to do	We will organise parents and community members to work with children around a passion project. We will aim for term 4 for Team Taranui.	due to time constraints during the course of the year this did not get underway.



## Adaptive, Innovative Teaching & Learning Strategies

<i>Using the latest pedagogy to ensure we are providing our students with the most up to date teaching and learning methods. This also needs to be done in conjunction with the approaches that we have already embedded.</i>	Goal	What does this look like?	Outcome
	In Team Kotare students will learn through investigations in a Play Based Learning environment	<p>Dedicated PBL time programmed every week.</p> <p>Teachers taking time to deliberately observe students at play.</p> <p>Teachers provide appropriate resources and provocations.</p> <p>PBL in each class which is updated and maintained.</p> <p>Define teachers' observations skills using the 'notice, recognise, respond' method.</p> <p>Meet weekly as a team for specific PBL PLD.</p> <p>Teachers will explore the use of learning stories to show children's learning during their PBL.</p>	I feel there is still a way to go in this area. There are lots of ongoing discussions around the style of play based teaching that we want at FBS. We have to strike a balance between free play and structured provocations where the teacher is leading them down a path.
	Develop a clear sequenced programme for FBS structured literacy	<p>Little Leamer's Love Literacy (LLLL) resources are available for shared use.</p> <p>FBS will provide an appropriate level of resources to make this successful.</p> <p>All staff including Teacher Aide's involved in PLD.</p> <p>TA supports ICS children with LLLL follow up and additional activities.</p> <p>Use of Liz Kane /LLLL assessments and tracking sheets.</p> <ul style="list-style-type: none"> <li>● Phonemic awareness</li> </ul> <p>Spelling is planned for, within students structured literacy programme at their individual level (Not yr based).</p> <p>Whānau will relieve regular updates on seesaw of where their child is at.</p> <p>Colleague visits. Within and across schools.</p> <p>Teachers are using LLLL to group and teach at the appropriate stage.</p> <p>Teachers are using 'The Code' to plan their writing/spelling program.</p> <p>Students/whānau will know which stage they are working on.</p>	<p>This year we had additional resources for Structured Literacy. Books at an appropriate level went to the Team Tarānui teachers for use for their LLLL students.</p> <p>We had PLD sessions facilitated by Liz Kane. She provided individual coaching and next steps as well as school wide PLD. 2023 she will do another two sessions of coaching and PLD. TAs are providing additional support for ICS students.</p> <p>Structured Literacy reporting to the BOT twice in 2022. From 2023 twice yearly reporting for Phonological Awareness as well as the Stages the students are working within.</p> <p>The Structued Literacy (LLLL) assessments were completed as each students had mastered their concepts within each Stage.</p> <p>Work was published on Seesaw as well as certificates presented at the end of each completed Stage.</p> <p>Rebecca van Der Zwan and Terase Standish visited local colleagues in Foxton and Levin. Team Kotare teachers moved students fluidly between classes to manage groups.</p> <p>The Code was used for Spelling across the school. The Y1 Code is Stages 1-4 so any students within these Stages used LLLL. All Students know which Stage they are working in.</p>
	Foxton Beach School will be part of the Maori Achievement Challenge (MAC)	We will start by spending time with our facilitator reviewing our knowledge of the Treaty of Waitangi and reviewing how we are meeting the principles of the Treaty	Stephen has been into the school and has run a couple of staff meetings with the team. We looked at the Treaty of Waitangi and discussed how we are meeting the Treaty within Foxton Beach School. He has also met with me to further unpack Te Whare Tapa Wha and he will join in with the staff in the New Year.

	We will be part of the Manaiakalani Outreach Program that has been established as part of the Horowhenua Kahui Ako	For 2022 Team Taranui and Team Kuaka will be taking part in the PLD and Learn, Create Share. We will try to ensure that all teachers take part in the Digital Fluency Intensive. Teachers will establish their own Professional Learning Blogs to collect professional readings and capture evidence of trialling new ideas and approaches.	3 teachers and the Principal have undertaken the Digital Fluency Intensive. This was some of the best PLD that the teachers have done in quite some time. Nick and Carly have also had in class facilitation to unpack the Learn, Create, Share model.. This has been really worthwhile and the children are now setting up their own blogs which will be shared with family and other children their age
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Meaningful Relationships			
	Goal	What will this look like?	Outcomes
We will develop stronger relationships with parents and our wider community and we will strengthen our relationship with our local iwi, Ngāti Raukawa. We will look for ways for students to engage in learning in our local environment and for people in our community to be part of the success of our students.			
	More meaningful communication with parents/whānau.	Review reporting process. How will this look? Identify schools with anytime reporting. How do we showcase this to parents?	This did not happen this year. Some teachers are very keen to develop real time reporting so we will see what happens in the New Year
	More regular positive communications with parents/whānau.	Set up a process of regular communication with parents re positives. -positive behaviour -progress -SLT release teachers to do this for small blocks of time	I started making phone calls to parents giving them an update on how their children were learning in class or if there had been a significant achievement. These were well received by parents. I just need to make sure I find the time to continue to do this.
	Utilise the knowledge/skills of people within our community to support learning.	Who - survey of skills/knowledge. Availability Promote learning more	This was not undertaken this year but will be a focus in the new school year.
	Establish iwi relationship.	Who can we consult with? What will this partnership look like?	I have had some discussions on this with Stephen Soutar as part of the MAC initiative. We discussed it as a group of Principals at a hui at Coley Street and we feel that this is quite hard to get underway. Unlike Levin the iwi does not really have a presence in the town. We would like to develop a partnership but we are lacking a direction of how we achieve this
	Review of Vision and Values	We have had our Vision and Values for some time now. We will consult with parents, children, staff and community members to have their input into the future direction of the school.	The more that we unpacked the Te Whare tapa Wha model it became clearer to me that a traditional Vision and Values etc does not really fit with this concept. We will be investigating what this looks like more in the new school year

## Seamless Pathways

To create pathways into, through and out of schools in the Kāhui Ako, by providing quality education within students' local geographic area, and by supporting strong transition relationships between Early Childhood and primary and between primary and secondary.	Goal	What will this look like?	Outcomes
	To have a clear transition plan right through from ECE -NE-Hub to Hub-Secondary.	NE teacher visiting both ECE. Developing a kit for new/prospective parents. Video for Facebook. Review transition process across the school. Day a term. Term 4 days. Rationale/purpose - building relationships etc. Consult with the College about how to strengthen transition.	This year we have continued to develop our transition plan for children. We feel that the transition afternoons are an important way for our not so confident learners to find their place in their new learning space
	New student mentor program	Use school leaders other seniors - buddy up adults of notes	Not currently set up

# Strategic Review

AREA FOR REVIEW	28th Feb	28th March	30th May	27th June	29rd Aug	26th Sept	28nd Nov	19th Dec
CHARTER	Confirm Charter and Annual Plan to send to MOE						Review 2022 Strategic Plan	Review draft 2023 Annual Plan
STRATEGIC AIMS FOCUS			Strategic Aim No 1	Strategic Aim No 2	Strategic Aim No 3	Strategic Aim No 4		
LEARNER PROGRESS & ACHIEVEMENT	2021 Analysis of Variance Targets for 2021	Number knowledge for Yr 4-8 students	PAT start of year data		Midyear Student Reporting	Reading Reporting		PAT end of year data
HR	All job descriptions and signed off. Units fixed.				Staff Police Vet Review			
PROPERTY		Cyclical Maintenance Plan review  Term Property Check		Term Property Check	5YA 10 YPP Review	Term Property Check		Term Property Check
FINANCE	Monitor Monthly Report	Monitor Monthly Report	Monitor Monthly Report	Mid-Year Review	Monitor Monthly Report	Monitor Monthly Report	Monitor Monthly Report	Review of draft 2023 Budget
HEALTH & SAFETY				YTD Incident and Accident Review				YTD Incident and Accident Review
BOARD PROGRESS REQUIREMENTS	Confirm delegations. Report any conflicts of Interest.	Accounts to Auditor	Annual Report approved and sent to MOE by 31 May. On website	Donations Scheme election	1st July Roll Return Completed	Decide on Out of Zone Allocations for 2023		Set 2023 Term dates Set 2023 BOT fees
POLICY REVIEWS		Term 1 reviews <a href="https://foxtoneach.schooldocs.co.nz/Self%20Review%20Annual.pdf">https://foxtoneach.schooldocs.co.nz/Self%20Review%20Annual.pdf</a>		Term 2 reviews <a href="https://foxtoneach.schooldocs.co.nz/Self%20Review%20Annual.pdf">https://foxtoneach.schooldocs.co.nz/Self%20Review%20Annual.pdf</a>		Term 3 reviews <a href="https://foxtoneach.schooldocs.co.nz/Self%20Review%20Annual.pdf">https://foxtoneach.schooldocs.co.nz/Self%20Review%20Annual.pdf</a>		Term 4 reviews <a href="https://foxtoneach.schooldocs.co.nz/Self%20Review%20Annual.pdf">https://foxtoneach.schooldocs.co.nz/Self%20Review%20Annual.pdf</a>