

Blockhouse Bay Primary - Strategic Plan 2024- 2025

Key: NELP: National Education Learning Priorities
[National Education Learning Priorities](#)



WE SEEK knowledge, understanding and success
WE STRIVE to be creative, resilient and respectful
WE SOAR confidently into the world, strong in our unique identity

Ka tae mai he manu pī, Ka puta he manu rere
Arrive a fledgling, Leave soaring



How did we create this plan? This plan was developed as a result of Community Consultation which took place in 2023. Ākonga, Whānau and Kaiako were consulted and the information synthesised. The 2020 - 2023 plan was reviewed and this provided further direction along with End of Year Curriculum expectation data results.



Strategic Goals:

Blockhouse Bay School is a member of Lynfield Kahui ako. The Strategic Plan supports the Lynfield Kahui ako Strategic Plan. Goal 1 and Goal 3 of the plans are the same.



**Blockhouse Bay and Kahui ako Goal 1:
Growing teaching and learning**

**Goal 2: Blockhouse Bay Goal: Strengthening wellbeing for all
Kahui ako Goal 2. Strengthening transitions for ākonga and whānau (KG2)**

**Blockhouse Bay and Kahui ako Goal 3:
Cultivating environments that honour culture and identity and engage ākonga and whānau**



Blockhouse Bay
Primary School
We Seek - We Strive - We Soar

Strategic Goal 1: Growing teaching and learning (NELP Obj 1,2,3, 4 & 5)



Kahui Ako Goal 1. Growing Teaching and Learning (KG1)

[Links to Board Primary Objectives](#)

All of section 127(1) of Education and Training Act 2020 applies

Links to Education Requirements

National Education and Learning Priorities (NELPs), Te Mātaiaho, Common Practice Model, The Te Mātaiaho Implementation supports pack, The Literacy and Communication and Maths Strategy, Ka Hikitia - Ka Hāpaitia, Tau Mai te Reo, The Action Plan for Pacific Education 2020-2030, NZSTA's guidance for giving effect to Te Tiriti o Waitangi

What will we see at Blockhouse Bay Primary School?

How will we make progress towards this goal?

Measures of success

*1.1 Increase learner progress and achievement particularly for Māori and Pasifika learners
NELP Obj 2/3 , 2/4*

1.1.1 Achievement data will be shared, discussed and analysed at team and leadership level, including using identified priority learner reports. Specific Targets will be set annually.

*Progress for all learners
Accelerated learning for Māori and Pasifika learners.*

	<p><i>1.1.2 Priority learners are identified annually. Māori and Pasifika learners are identified as priority learners within Collaborative Inquiry Teams (CITs) and in Teams</i></p> <p><i>1.1.3 Liaise with whānau to regularly discuss progress and achievement</i></p>	
<p><i>1.2 Increase progress and achievement for Culturally and Linguistically Diverse Learners (CLDL) formerly known as English Language Learners (ELLs)</i></p> <p><i>NELP Obj 1/1, 2/4, 3/6</i></p>	<p><i>1.2.1 Strengthen teachers' and English Language Learning Assistants (ELLAs) knowledge and practice to support students' English language acquisition.</i></p> <p><i>1.2.2 Use the English Language Learning Progressions (ELLPs) to inform teaching for CLDL/ELLs</i></p> <p><i>1.2.3 Use Team Approach to Language Learners (TALL) resources to support teachers and ELLAs.</i></p>	<p><i>Teachers and ELLAs will routinely use effective, research based ESOL strategies</i></p> <p><i>CLDLs progressing through ELLPs within a level in bi-annual reviews</i></p>
<p><i>1.3 Strengthened pedagogical (teaching and learning) practices for all kaiako</i></p> <p><i>NELP Obj 1/2, 3/6</i></p>	<p><i>1.3.1 Collaborative Practice models developed and implemented in all learning spaces across the school</i></p> <p><i>1.3.2 Kaiako understand and implement pedagogies that are based on and are considerate of Māori and Pasifika worldviews and beliefs</i></p> <p><i>1.3.3 Develop provision for Gifted and Talented learners</i></p> <p><i>1.3.4 Extend and enrich culturally responsive teaching</i></p> <p><i>1.3.5 Implement 'Huff and Puff' (daily physical activity early in the day) to improve focus, learning, attention, confidence and leadership particularly in our at-risk tamariki</i></p> <p><i>1.3.6 Continue to provide opportunities for students to be designers of their own learning</i></p> <p><i>1.3.7 Strength pedagogical practice in both English Mathematics. Refer Goal 1.5 (English) and 1.6 (Mathematics)</i></p>	<p><i>Kaiako planning and teaching in collaborative teams across the school in class pairs, in teams and school wide</i></p> <p><i>Ongoing targeted PLD to ensure consistency of targeted teaching practice (Implementation Fidelity)</i></p> <p><i>Gifted and Talented learners are identified and are extended in their learning</i></p> <p><i>Evidence of culturally responsive teaching in all learning areas</i></p> <p><i>Ākonga participate in daily 'Huff and Puff' early in the day. Students of all levels ready to learn..calm, focussed, alert</i></p> <p><i>Learners know what they have learnt and what they are learning next, then design and implement learning to achieve this</i></p>

<p><i>1.4 Implement the Curriculum Refresh and deepen Curriculum Design</i></p> <p><i>NELP Obj 4/7</i></p>	<p><i>1.4.1 Continue development of schools 3 year Teaching and Learning Overview aligned with Te Mātaiaho (Refreshed Curriculum)</i></p> <p><i>1.4.2 Strengthen Local curriculum design</i></p> <p><i>1.4.3 Continue implementation across school of English Curriculum refresh Literacy pathways (Tree pathway and Writing pathway)</i></p> <p><i>1.4.4 Continue implementation across school of Maths Curriculum including Maths pathways review and rewrite</i></p> <p><i>1.4.5 Strengthen Digital Technology incorporation across the curriculum</i> <i>NELP Obj 3/6</i></p> <p><i>1.4.6 Strengthen Health and Physical Education Curriculum delivery</i> <i>NELP Obj 3/6</i></p>	<p><i>Te Mātaiaho (New Zealand Refreshed Curriculum) implemented as it becomes available. Design is responsive to our school community and provides rich authentic learning opportunities. Literacy and Mathematics best practice is implemented consistently and effectively schoolwide. Digital Technology will be used authentically across curriculum areas. Community priorities in the Health and Physical Education Curriculum will be incorporated in Curriculum Delivery.</i></p>
<p><i>1.5 Continue exploring structured literacy approaches, using BSLA strategies school wide</i></p> <p><i>NELP 2/3, 2/4, 5/8</i></p>	<p><i>1.5.1 Continue the implementation of the Better Start Literacy Approach in Years 1 and 2</i></p> <p><i>1.5.2 Use BSLA strategies to support learners in Years 3-6 requiring structured literacy support</i></p> <p><i>1.5.3 Use BSLA assessment tools to determine progress and next steps</i></p> <p><i>1.5.4 Monitor Implementation fidelity of the BSL approach</i></p>	<p><i>All Yr 0-2 teachers and Learning Assistants will be trained in BSLA and will deliver structured literacy effectively daily. Assessment will be used effectively to inform next steps including interventions.</i></p> <p><i>All Yr 3-6 teachers and Learning Assistants will incorporate a structured literacy approach effectively to support ongoing literacy acquisition. Assessment will be used effectively to inform next steps including interventions.</i></p>

<p><i>1.6 Continue exploration and implementation of proven best practice in Mathematics teaching</i></p>	<p><i>1.6.1 Continue to implement mixed ability and flexible grouping to ensure learners have opportunities and support to achieve at the highest levels</i></p> <p><i>1.6.2 Seek student voice to help design authentic, engaging, culturally appropriate learning tasks</i></p> <p><i>1.6.3 Grow knowledge of the Mathematics Curriculum in particular Measurement, Space, Statistics and Probability.</i></p>	<p><i>All teachers use mixed ability and flexibility groups to teach ākongā.</i></p> <p><i>Teachers collaborate to design authentic, engaging, culturally appropriate learning tasks, based on student voice, across the Mathematical contexts including Measurement, Space, (Geometry) Statistics and Probability.</i></p>
<p><i>1.7 Increase effectiveness of Hero</i></p>	<p><i>1.6.1 Review Pathways to streamline goal setting and student agency</i></p> <p><i>1.6.2 Review Hero purpose and guidelines for teachers</i></p> <p><i>1.6.3 Implement regular Whānau training in the use of Hero</i></p>	<p><i>Hero will be utilised effectively by ākongā, kaiako and whānau.</i></p>



Kahui Ako Goal 2. Strengthening Transitions for ākonga and whānau

<u>Links Board Primary Objectives</u>	All of section 127(1) of Education and Training Act 2020 applies	
Links to Education Requirements	NELP Priorities, Te Mātaiaho and the Common Practice Model, The Te Mātaiaho Implementation supports pack The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy, Wellbeing in Education Strategy, The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia, Tau Mai te Reo, The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi	
What will we see at Blockhouse Bay Primary School?	How will we make progress towards this goal?	Measures of success
<p><i>2.1 Align Vision, Values and He Manu Rere Learner Profile</i></p> <p><i>NELP Obj 1/1, 1/2, 4/7</i></p>	<p><i>2.1.1 Refresh school vision to highlight school values</i></p> <p><i>2.1.2 Refresh He Manu Rere (HMR) Learner Profile to reflect our school values</i></p> <p><i>2.1.3 Rewrite the HMR pathway</i></p>	<p><i>Alignment between Vision, Values and He Manu Rere Learner Profile is evident to all.</i></p> <p><i>Updated He Manu Rere Learner Profile is used by all to guide and underpin all learning</i></p>
<p><i>2.2 Promote cultural responsiveness and ensure our school is a place where we honour Te Tiriti o Waitangi.</i></p> <p><i>NELP Obj 1/1, 2/3, 2/4, 3/5, 5/8</i></p>	<p><i>2.2.1 Relationships are explicitly built between ākonga, kaiako and whānau.</i></p> <p><i>2.2.2 Know the cultures and languages of the children in our class</i></p> <p><i>2.2.3 Use authentic examples, texts and role models that learners can relate to</i></p> <p><i>2.2.4 Improve understanding for all in our role as Treaty partners.</i></p>	<p><i>Our school is an inclusive and accepting learning environment for all. All children and whānau feel that they belong and are known. Māori learners and whānau tell us they see, hear and feel their identity, language and culture on a daily basis in our kura. Māori learners and whānau feel a strong sense of belonging in our education system and are free from racism.</i></p>

<p><i>2.3 Increase the use of pro-social skills to become a culture of our school to improve student wellbeing</i></p> <p><i>NELP Obj 1/1</i></p>	<p><i>2.3.1 Update and refresh the Positive Behaviour and Wellbeing Plan</i></p> <p><i>2.3.2 Implement initiatives to enhance wellbeing for students</i></p>	<p><i>Students are happy, confident, resilient and upstanders who are respectful of others</i></p>
<p><i>2.4 Increase student leadership</i></p>	<p><i>2.4.1 Continue Student Leadership group</i></p> <p><i>2.4.2 Strengthen the inclusion of students in curriculum design</i></p> <p><i>2.4.3 Student-led initiatives promoted and encouraged</i></p>	<p><i>Student Leaders across the school lead initiatives to effect positive changes in our school</i></p>
<p><i>2.5 Strengthen home-school partnerships</i></p> <p><i>NELP Obj 1/2</i></p>	<p><i>2.5.1 Termly community events related to Inquiry learning</i></p> <p><i>2.5.2 Workshops for whānau take place ie continue BSLA, establish Hero workshops and respond to identified need</i></p> <p><i>2.5.3 Whānau use Hero to access information about their child's learning and how to support them and share learning at home</i></p> <p><i>2.5.4 Continue to hold Hui and Fono events</i></p> <p><i>2.5.5 Re-evaluate how we connect with whānau at 'Meet the Whānau' and Learning Conferences</i></p>	<p><i>The school has strong connections to the school community. Whānau feel welcomed and that the school is open and approachable.</i></p> <p><i>Real-time sharing of school updates, student learning and progress takes place between home and school.</i></p> <p><i>All parents including Whānau Māori and Fanau Pasifika are participating in and making decisions about the education of their tamariki.</i></p>
<p><i>2.6 Support staff wellbeing</i></p> <p><i>NELP Obj 1/1</i></p>	<p><i>2.6.1 Plan and implement initiatives to support resilience and wellbeing for all staff</i></p> <p><i>2.6.1 Strengthen collaborative practice between all teams to support teacher wellbeing</i></p> <p><i>2.6.3 Review Hero requirements for workload and wellbeing perspective for teachers</i></p>	<p><i>Staff are actively involved in review, planning, and implementation of wellbeing initiatives. Improvement in Kaiako workload is evident</i></p>

2.7 Increase attendance to 70% attending school regularly and reduce lateness

2.7.1 Develop school-wide strategies to proactively encourage attendance including effective communication with whānau.

2.7.2 Increase effectiveness of addressing chronic and moderate attendance.

70% of students attend school 90% of the time and lateness is reduced



Blockhouse Bay
Primary School
We Seek - We Strive - We Soar

Strategic Goal 3: Cultivating environments that honour culture and identity and engage ākonga and whānau (NELP Obj 1, 2 & 3)



Kahui Ako Goal 3. Cultivating environments that honour culture and identity and engage ākonga and whānau (KG3)

[Links to Board Primary Objectives](#)

All of section 127(1) of Education and Training Act 2020 applies

Links to Education Requirements

NELP Priorities, Te Mātaiaho and the Common Practice Model, The Te Mātaiaho Implementation supports pack
The Literacy and Communication and Maths Strategy
Attendance and Engagement Strategy, Wellbeing in Education Strategy, The New Zealand Child and Wellbeing Strategy
Ka Hikitia - Ka Hāpaitia, Tau Mai te Reo, The Action Plan for Pacific Education 2020-2030
NZSTA's guidance for giving effect to Te Tiriti o Waitangi

What will we see at Blockhouse Bay Primary School?

How will we make progress towards this goal?

Measures of success

3.1 Ākonga and Kaiako learn in collaborative, attractive learning spaces (inside and outside) which reflect our bi-cultural heritage and our cultural diversity

NELP Obj 1/1, 2/3, 3/6

3.1.1 Explore Learning space design through teacher PLD. Ensure it is reflective of the cultural needs of our ākonga

3.1.2. Current gardens are utilised. New gardens are established. Garden Shed is utilised.

3.1.3 Provision for Environment and Sustainability focus is explored through increased CRT time and or Specialist Teacher

3.1.4 Establish a Makershed to provide further opportunities for ākonga to create, design and proto-type

3.1.5 Artwork refreshed and reflective of our bi-cultural heritage and our cultural diversity

All learning spaces (inside and outside) designed with flexibility and purpose and used by kaiako and ākonga appropriately.

It is clear from the Artwork and signage around our school that we are a school in Aotearoa New Zealand.

<p><i>3.2. New attractive and inviting outdoor spaces which utilise the old Kōwhai land (unstable land) and other areas of the school</i></p> <p><i>NELP Obj 1/1</i></p>	<p><i>3.2.1 After the Ministry of Education investigation and stabilisation of land, research possibilities and develop new use of the land. Partner with the FAB for funding</i></p> <p><i>3.2.2 Future goals beyond the timeframe of this Strategic Plan are to resurface Court surface and install canopy</i></p> <p><i>3.2.3 Future goals beyond the timeframe of this Strategic Plan is to install an Outdoor stage and ‘Campfire’ gathering spaces to facilitate opportunity to learn in an outdoor setting</i></p>	<p><i>Progress made towards establishing these outdoor spaces</i></p>
<p><i>3.3. Ākonga, whānau and kaiako are kaitiaki for our whenua and kura</i></p> <p><i>NELP Obj 1/1</i></p>	<p><i>3.3.1 Sustainability and Kaitiakitanga practices Embedded in Curriculum Design</i></p> <p><i>3.3.2 Students understand responsibilities and are respectful of the school facilities. Kaitiaki Club is well supported and resourced.</i></p> <p><i>3.3.3 Gardens are maintained and new ones established</i></p> <p><i>3.3.4 Bush area explored and utilised more as a learning space</i></p>	<p><i>Our whenua is central to the learning of our tamariki. This is visible in our learning design and community events.</i></p> <p><i>Ākonga know about the importance of Sustainability and are Kaitiaki for our kura and whenua.</i></p>