

SCHOOL CHARTER, STRATEGIC and ANNUAL PLAN

BIRKDALE PRIMARY SCHOOL

2020 TO 2022

Principals' endorsement:	Adrienne Mawer
Board of Trustees' endorsement:	Dr Anneka Anderson
Submission date to Ministry of Education:	March 2021



Our Vision

To empower positive, creative kaitiaki (guardians) of the future.

Our Mission

To inspire a community of caring, curious thinkers who aim the highest.

Our Values

kaitiakitanga	resilience, curiosity, self-directed
manaakitanga	respect, caring, honesty
whanaungatanga	community, relationships, friendship



Birkdale Primary School Strategic Plan 2020-2022

Mission: Inspiring a community of caring, curious thinkers who aim the highest through a Culture of Responsiveness

Our VALUES	Strategic Goals Why ... is this important?	Strategic Outcomes How ...do we do it?	Core Strategies for Achieving Goals 2020- 2022 What ... do we need to do?
<p style="text-align: center;">Manaakitanga - respect, caring, honesty</p> <p style="text-align: center;">Kaitiakitanga - resilience, curiosity, self-directed</p> <p style="text-align: center;">Whanaungatanga - community, relationships, friendship</p>	<p>1. Learning</p> <p>Strong responsive practice increases success and raises student achievement for all</p>	<p>Evaluative capability lifts individual and collective capacity through</p> <ul style="list-style-type: none"> High quality effective teaching practice Integrated localised Birkdale Primary School Curriculum Cultural responsiveness increases success for all 	<ul style="list-style-type: none"> Responsive teaching through deliberate, consistent and effective assessment practices, self-review and Teaching as Inquiry, Collaborative Teacher efficacy including pertinent, relevant opportunities to improve pedagogy and knowledge and skills. Powerful learning opportunities Facilitated Learning (dialogic culture) enabling voice and agency triggering high levels of curiosity, divergent thinking, creativity, risk taking. Development and implementation of a localised curriculum Equity and excellence - Strengthening practice that allows all students to embrace their identity in all its forms. MaSaM- Māori Achieving Success as Māori
	<p>2. Environment</p> <p>enabling and empowering students within a safe and caring environment</p>	<ul style="list-style-type: none"> Personal Growth and Emotional WellBeing continues. Enhanced Physical Environment Inclusive Environment enables access to every aspect of the curriculum. (Knowing the child) 	<ul style="list-style-type: none"> Te Whare Tapa Whā principles are integral to everything across the curriculum building strength of character within each individual School and community work as kaitiaki to understand the importance of sustainability within our school and local environment. Create a safe and nurturing environment where increasingly realistic achievement expectations build mana, rights and dignity.
	<p>3. Partnerships</p> <p>Enriching partnerships between home, school and local community raising student achievement</p>	<ul style="list-style-type: none"> Strong communication, active engagement consolidating our learning community. Partnerships i.e. Whānau as Partners 	<ul style="list-style-type: none"> Transparent communication model Strong communication with increasing effectiveness for interactive learning and feedback. Ongoing opportunities for involvement in learning to support learning of their tamariki – agency. Relationships with ECE, external agencies provide opportunity for improved pathways.
	<p>4. Leadership</p> <p>build the collective strength by growing knowledge and skills continually improve teaching and learning.</p>	<ul style="list-style-type: none"> Strong leaders motivate and grow leaders Leadership continue to build capacity to effective evaluation practices raising student achievement BoT uses best governance practices to ensure student progress and wellbeing of staff and children 	<ul style="list-style-type: none"> Research, review and develop best leadership practices Succession plan leadership through a range of opportunities Development of strong evaluative practices at leadership level filters to teacher and student levels. The board commits to upskilling in governance practices

