



# BIRKDALE PRIMARY SCHOOL

## Strategic Plan 2019-2022

### Birkdale Primary School Strategic Plan 2019-2022 [extending to 2023]

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

Our VALUES	Strategic Goals WHY	Strategic Outcomes HOW	Core Strategies for Achieving Goals 2019- 2022 WHAT
Manaakitanga   respect - caring - honesty Kaitiakitanga   resilience - curiosity - self-directed Whanaungatanga   community - relationships - friendship	<b>1. Learning</b> Strong responsive practice increases success and raises student achievement for all	<b>Evaluative capability</b> lifts individual and collective capacity through: <ul style="list-style-type: none"> <li>High quality effective teaching practice</li> <li>Integrated localised Birkdale Primary School Curriculum</li> <li><b>Cultural responsiveness</b> increases success for all</li> </ul>	<ul style="list-style-type: none"> <li><b>Responsive teaching</b> through deliberate, consistent and effective assessment practices, self-review and Teaching as Inquiry,</li> <li><b>Collaborative Teacher efficacy</b> including pertinent, relevant opportunities to improve <b>pedagogy and knowledge and skills</b>.</li> <li>Powerful learning opportunities <b>Facilitated Learning (dialogic culture)</b> <b>enabling voice and agency</b> triggering high levels of curiosity, divergent thinking, creativity, risk taking.</li> <li>Development and implementation of a <b>localised curriculum</b></li> <li><b>Equity and excellence</b> - Strengthening practice that allows all students to embrace their identity in all its forms.</li> <li>MaSaM- Māori Achieving Success as Māori</li> </ul>
	<b>2. Environment</b> enabling and empowering students within a safe and caring environment	<ul style="list-style-type: none"> <li>Personal Growth and Emotional <b>Wellbeing</b> continues.</li> <li>Enhanced Physical Environment</li> <li><b>Inclusive Environment</b> enables access to every aspect of the curriculum. (Knowing the child)</li> </ul>	<ul style="list-style-type: none"> <li>→ <b>Te Whare Tapa Whā principles</b> are integral to everything across the curriculum building strength of character within each individual</li> <li>→ <b>School and community work as kaitiaki</b> to understand the importance of sustainability within our school and local environment.</li> <li>→ Create a <b>safe and nurturing environment</b> where increasingly realistic achievement expectations build mana, rights and dignity.</li> </ul>
	<b>3. Partnerships</b> Enriching partnerships between home, school and local community raising student achievement	<ul style="list-style-type: none"> <li><b>Strong communication, active engagement</b> consolidating our learning community.</li> <li><b>Partnerships</b> i.e. Whānau as Partners</li> </ul>	<ul style="list-style-type: none"> <li>→ Transparent communication model</li> <li>→ Strong communication with increasing effectiveness for interactive learning and feedback.</li> <li>→ Ongoing opportunities for involvement in learning to support learning of their tamariki – <b>agency</b>.</li> <li>→ <b>Relationships</b> with ECE, external agencies provide opportunity for <b>improved pathways</b>.</li> </ul>
	<b>4. Leadership</b> build the collective strength by growing knowledge and skills continually improve teaching and learning.	<ul style="list-style-type: none"> <li><b>Strong leaders</b> motivate and grow leaders</li> <li><b>Leadership</b> continue to build capacity <b>to effective evaluation practices raising student achievement</b></li> <li>BoT uses best <b>governance practices</b> to ensure student progress and wellbeing of staff and children</li> </ul>	<ul style="list-style-type: none"> <li>→ Research, review and develop <b>best leadership practices</b></li> <li>→ <b>Succession plan leadership</b> through a range of opportunities</li> <li>→ Development of <b>strong evaluative practices</b> at leadership level filters to teacher and student levels.</li> <li>→ The board commits to upskilling in <b>governance practices</b></li> </ul>





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**VISION** Empowering positive creative kaitiaki of the future. *Values:* **WHANAUNGA TANGA MANAAKI**

### Birkdale Primary School

## GOALS & Outcomes

①



### LEARNING AKORANGA

Strong responsive practice increases success and raises student achievement for all.

1.1 Create a **localised curriculum** that holds the voices of our stakeholders and is specific to BPS.

1.2 Implement **teaching strategies** that are **proven** to impact learner achievement.

②



### ENVIRONMENT TAIAO

Empowering students within a safe and caring environment.

2.1 Establish **whānau-like relationships** that are culturally responsive.

2.2 Develop **wellbeing** practices that support pro-social behaviour.

③



### PARTNERSHIP RANGAPŪ

Powerful partnerships between home, school and local community raising student achievement.

3.1 Develop **learner agency** through assessment for learning.

3.2 Develop processes and expectations for whānau and school **communication**

**NELPS** LEARNERS AT THE CENTRE  
BARRIER FREE ACCESS  
QUALITY TEACHING AND LEADERSHIP



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

## ANNUAL PLAN 2023

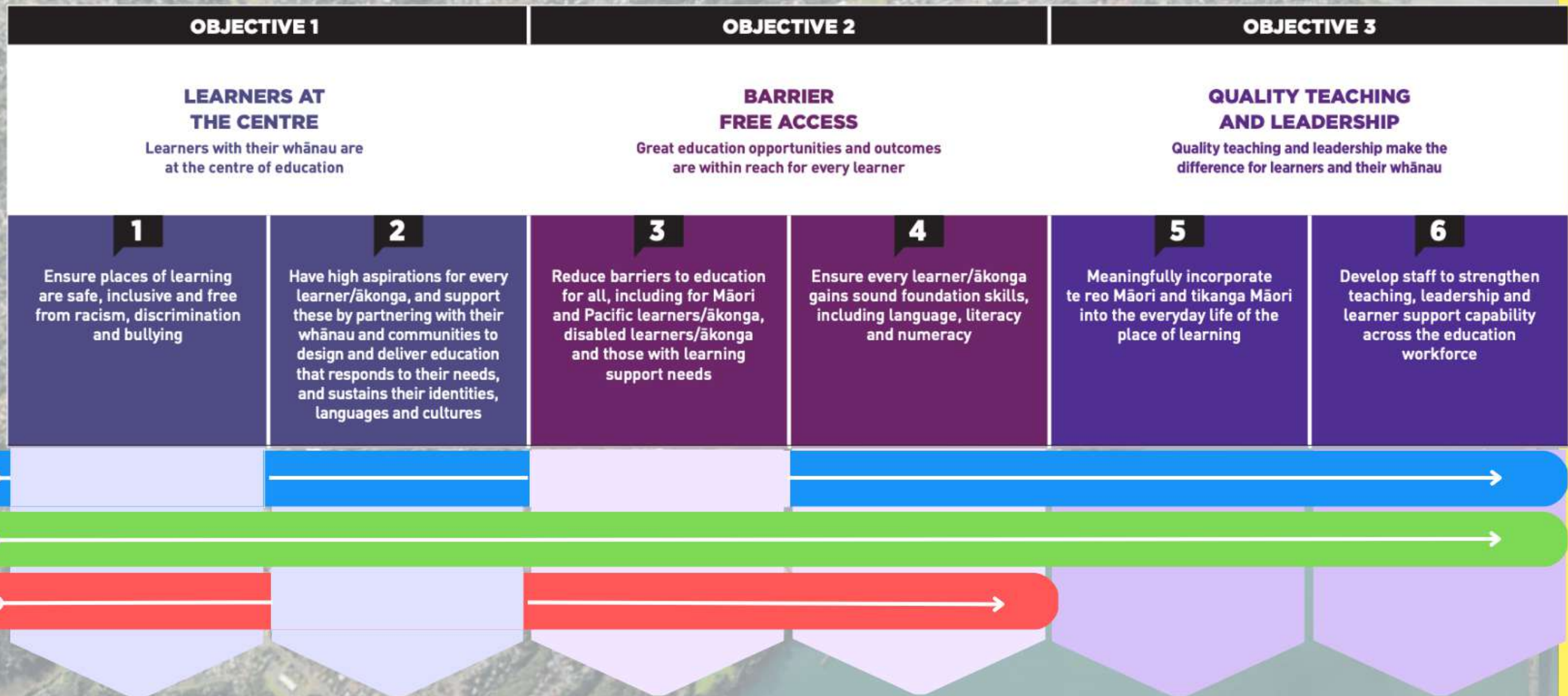




# BIRKDALE PRIMARY SCHOOL

## Strategic Plan 2019-2022

# STRATEGIC GOALS *and* NELPS

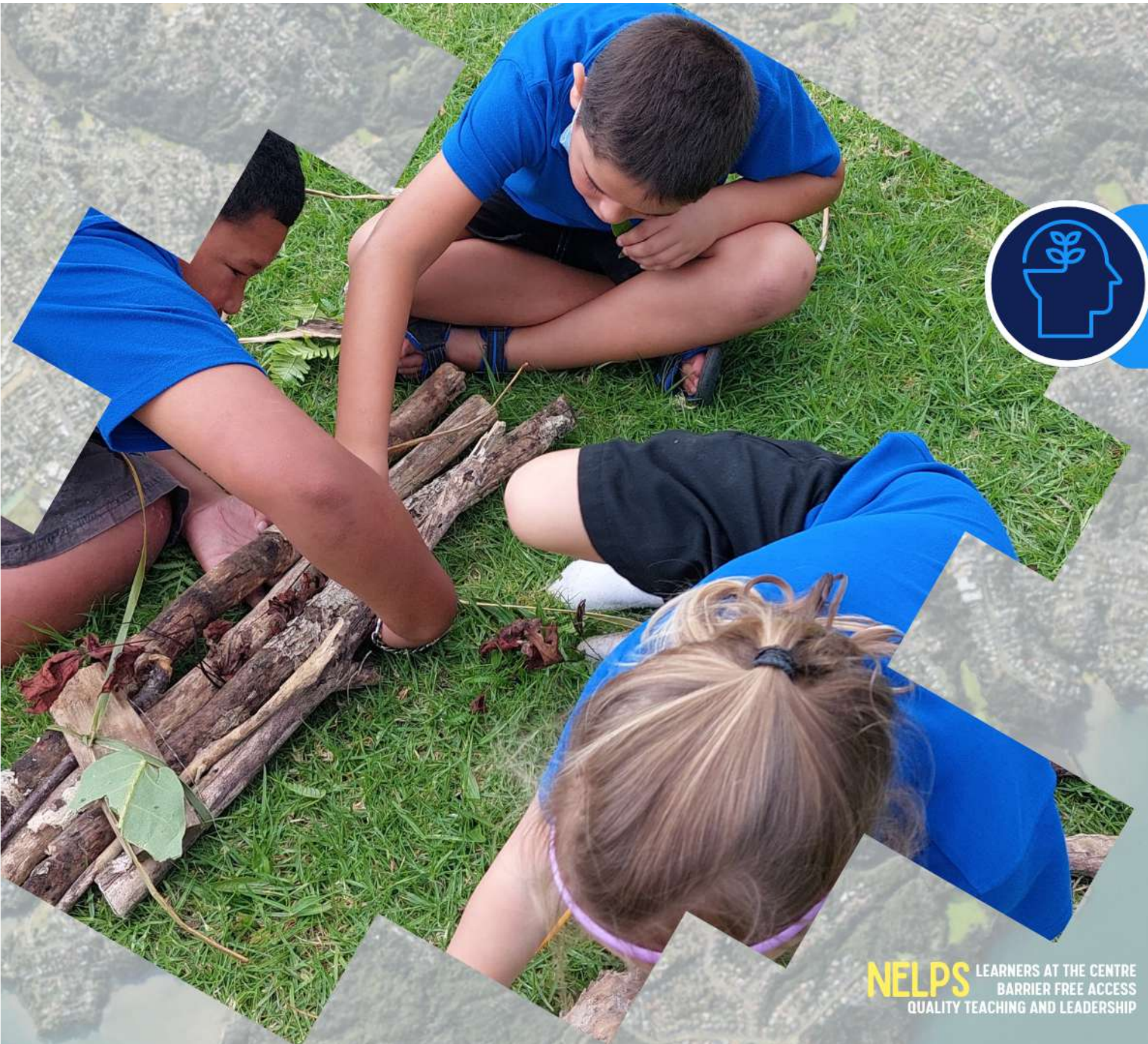






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## Strategic Plan 2019-2022



## LEARNING AKORANGA

## GOAL

①

Strong responsive practice, increasing success and raising student achievement for all.

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# BIRKDALE PRIMARY SCHOOL

## Strategic Plan 2019-2022

### GOAL 1



### LEARNING AKORANGA

Strong responsive practice, increasing success and raising student achievement for all.

OUTCOME	ACTIONS	WHEN & WHO	PROGRESS INDICATORS	MONITOR
<b>1.1</b> Create a <b>localised curriculum</b> that holds the voices of our stakeholders and is specific to BPS.	→ Create a graduate profile for both Auraki and Rumaki students, using collected voice from stakeholders.	<div><div></div><div></div><div></div><div></div></div> CORE, Natasha, Laurie	○ Whānau, student and school voice are evident in the completed graduate profile.	● Consultations -rumaki and auraki whānau.
	→ Align school values, mission, vision and graduate profile.	<div><div></div><div></div><div></div><div></div></div> CORE, Natasha, Laurie	○ Clear links between values, mission, vision and profile. ○ Stakeholders can discuss the links	● Consultations
	→ Build in place-based knowledge across the curriculum.	<div><div></div><div></div><div></div><div></div></div> CORE, Laurie, Rōpū LI Team leaders	○ Local history and relevant local knowledge is gathered. ○ Teams are using this local knowledge when planning.	● Rōpū reports ● Planning checks ● Team leader feedback to SLT
	→ Using the revised NZC and TMOA, create learning pathways for core learning areas that incorporate the above.	<div><div></div><div></div><div></div><div></div></div> CORE, Natasha, Laurie	○ For Y0-6, coherent pathways are developed for Reading, Writing, Maths, Kōrero. ○ Local knowledge is evident in pathways.	● SLT reports
	→ Reflect bicultural nature of NZ in our school culture and curriculum	Natasha, Malia/Tahlea/ MAC/ CORE	○ Staff learning Te reo Māori ○ Decide on non-negotiable Birkdale tikanga and start implementing	● PAT ● CR Lead /SLT reports
<b>1.2</b> Implement <b>teaching strategies</b> that are <b>proven</b> to impact learner achievement.	→ Learning Through Play philosophy established through junior classes.	<div><div></div><div></div><div></div><div></div></div> Natasha, Kirstyn, Carly	○ Consistent approach across junior classes. ○ Junior teachers are able to explain why they are doing what they do. ○ Longworth PD is implemented and evident through planning and teaching.	● Classroom observations ● TL feedback ● Walk throughs
	→ Using collaborative inquiry, teams will inquire into their impact on learning and implement proven strategies that raise progress and achievement.	<div><div></div><div></div><div></div><div></div></div> Natasha, TL	○ Students' writing progress will improve across both curriculums. ○ Progress across core learning areas will begin to move toward national averages.	● Curriculum Snapshot data ● Coaching
	→ Ngā Kākano are BSLA trained in order to implement structured literacy successfully in Auraki Y0-2.	<div><div></div><div></div><div></div><div></div></div>	○ Consistent approach to structured literacy across Auraki junior classes. ○ Teachers understand what they're doing and why.	● BLSA assessment data ● Walk throughs





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## ENVIRONMENT TAIAO

## GOAL

②

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# BIRKDALE PRIMARY SCHOOL

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### GOAL 2



ENVIRONMENT  
TAIAO

Empowering students within a safe and caring environment.

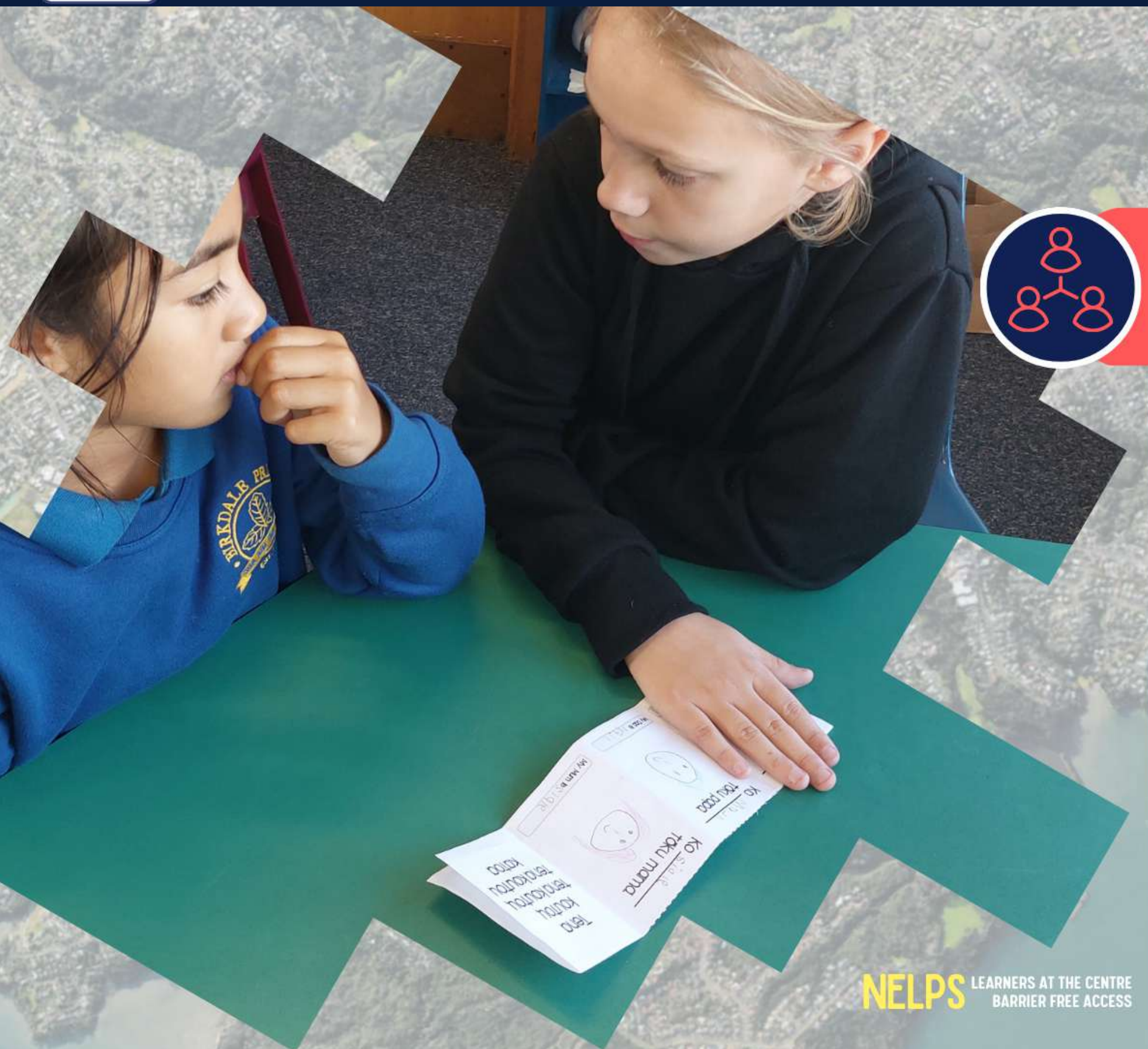
OUTCOME	ACTIONS	WHEN & WHO	PROGRESS INDICATORS	MONITOR
<b>2.1 Establish whānau-like relationships that are culturally responsive.</b>	→ PD on the whānau-like conditions for learning from Russell Bishop's 'Teaching to the North-East'	<div><div></div><div></div><div></div><div></div></div> Natasha	<ul style="list-style-type: none"> <li>Teachers can discuss the necessary conditions for whānau-like relationships with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Coaching</li> <li>Team minutes</li> <li>Discussion</li> </ul>
	→ Through PGC, examine and reflect on personal bias to increase cultural competencies.	<div><div></div><div></div><div></div><div></div></div> Team leaders, Natasha	<ul style="list-style-type: none"> <li>Teachers can identify their own bias.</li> <li>Classroom teaching demonstrates a growing understanding of culturally responsive pedagogy.</li> <li>Learners' cultural capital are valued in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom evidence gathering.</li> <li>Coaching</li> <li>Planning</li> <li>Wellbeing survey: Teaching and Learning</li> </ul>
	→ Team collaborative inquiries to focus on the five dimensions of building whānau-like relationships and then new learning is implemented.	<div><div></div><div></div><div></div><div></div></div> Team leaders	<ul style="list-style-type: none"> <li>Five dimensions of whānau-like relationships are evident in classroom environment and teacher practice.</li> <li>Five dimensions are implemented with greater consistency throughout all teaching and learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom evidence gathering;</li> <li>Coaching</li> </ul>
<b>2.2 Develop wellbeing practices that support pro-social behaviour.</b>	→ Teachers modelled to, mentored and coached to implement social circle time in class to address students social and emotional learning needs.	<div><div></div><div></div><div></div><div></div></div> Rebecca [Cognition], Nikki, Rōpū EI	<ul style="list-style-type: none"> <li>Social circle times are established across the school at least once a week.</li> <li>Needs are identified and then addressed through social learning circle time.</li> <li>Less behaviour incidents occurring after they have been addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor through HERO tag for behaviour posts</li> <li>Planning</li> <li>Monitor behaviour</li> </ul>
	→ Develop a draft Birkdale wellbeing curriculum that allows students to feel belonging and achieve success in learning.	<div><div></div><div></div><div></div><div></div></div> Natasha, Nikki, Rebecca	<ul style="list-style-type: none"> <li>Coherent learning pathway created for wellbeing from Y0-6</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> </ul>
	→ Embed successful restorative practices.	<div><div></div><div></div><div></div><div></div></div> Sharon, SLT	<ul style="list-style-type: none"> <li>All teachers are familiar with the school restorative approach and behaviour process.</li> <li>Behaviour posts reducing as restorative practices are modifying student anti-social behaviour.</li> <li>Consistent approach being applied using Birkdale behavioural process.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour post data</li> <li>Teacher feedback</li> <li>Wellbeing Survey data: Pro-social student culture and strategies.</li> </ul>





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## PARTNERSHIP RANGAPŪ

3

## GOAL

Powerful partnerships between home, school and local community, raising student achievement.

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# BIRKDALE PRIMARY SCHOOL

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### GOAL 3



### PARTNERSHIP RANGAPŪ

Powerful partnerships between home, school and local community, raising student achievement.

OUTCOME	ACTIONS	WHEN & WHO	PROGRESS INDICATORS	MONITOR
3.1 Develop <b>learner agency</b> through assessment for learning.	→ Define learner agency and self determination as a school.	<div><div></div><div></div><div></div><div></div></div> Natasha, Malia, Rōpū PI	<ul style="list-style-type: none"> <li>Have a school-wide shared understanding of what it means when learners have agency.</li> </ul>	<ul style="list-style-type: none"> <li>Discussions</li> <li>Team and SLT minutes.</li> </ul>
	→ Embed current assessment 4 learning practices: writing trackers, writing maps, success criteria.	<div><div></div><div></div><div></div><div></div></div> Natasha, Laurie	<ul style="list-style-type: none"> <li>Students are beginning to be able to discuss their learning with others. They know what they're learning and why.</li> <li>Writing maps, trackers and success criteria are being used consistently and effectively.</li> <li>Evaluative capabilities of early adopters increases.</li> </ul>	<ul style="list-style-type: none"> <li>Student voice</li> <li>TL report to SLT.</li> <li>Coaching</li> <li>Student data</li> </ul>
	→ Lead staff members start learning around Clarity in the classroom.	<div><div></div><div></div><div></div><div></div></div> Malia, SLT	<ul style="list-style-type: none"> <li>SLT and Rōpū Partnership Innovation have time set aside to discuss this new learning.</li> </ul>	<ul style="list-style-type: none"> <li>SLT and Rōpū PI meeting minutes</li> </ul>
3.2 Develop processes and expectations for whānau and school <b>communication</b> .	→ Review communication and other interaction opportunities to identify the barriers to relationship building.	<div><div></div><div></div><div></div><div></div></div> Natasha, Malia, SLT	<ul style="list-style-type: none"> <li>Barriers are identified and mitigated.</li> <li>Voice collected from learning community</li> </ul>	<ul style="list-style-type: none"> <li>Voice collection</li> </ul>
	→ Develop what powerful partnerships look like, then communicate partnership expectations with the whānau, students and teachers.	<div><div></div><div></div><div></div><div></div></div> Malia, Rōpū PI	<ul style="list-style-type: none"> <li>Shared understanding of responsibilities whānau, school and students have in learning partnership.</li> <li>Greater attendance at school learning events e.g. learner hui, whānau evenings.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance tracked and monitored, school and learner hui.</li> <li>Voice collected</li> </ul>