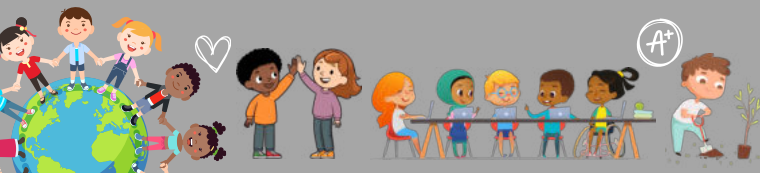




*Birkdale Primary School*

# STRATEGIC PLAN 2024-25





# STRATEGIC PLAN 2024-25



## VISION

To build a strong foundation for learners so they are able to positively contribute to whānau, community, the world.



1 Assessment data across classes will be consistent. 2 Kaiako will know what assessment to use, when.

1 Develop consistent school assessment with clear expectations. 2 Moderate the use of them. 3 Increase assess. literacy of kaiako.

Student data, **moderations**, planning, **discussions with kaiako**, ERO indicators



Develop reliable assessment practices that identify need, track progress and help measure impact.

1 Students will be engaged in class and make equitable progress 2 Kaiako will be able to explain pedagogical approaches using evidence.

1 Work with inquiry mind-set, aware of bias 2 Participate in team improvement mahi - inquiry.

Evidence recorded on team inquiry overviews, **teacher reflections**, planning and discussions about learners, **student voice**, achievement data, **ERO indicators**



Use research - informed pedagogy that match the needs of our students.

## Learners | Ākonga

Learners' needs are met so they are able to progress and achieve.

## Partnership | Rangapū Partnerships that enhance learning

- 1 All partners understand the expectations around their role. 2 All feel valued and strengths are used to support learning. 3 Whakamana Te Tiriti o Waitangi



Build powerful partnerships that support learning.

- 1 Identify partnerships that will leverage learning. 2 Power-share 3 Relationship building 4 Be intentional in our work around TTOW.

Feedback from whānau and learners using agreed success indicators, **raised achievement** external evaluation by MAC



- 1 Learners will know what is expected of them at each key stage in learning 2 Knowledge and skills are built over time

Develop coherent learning pathways.



- 1 Develop learning pathways for each area, over both curricula. 2 School systems that support sustainability.

Learning discussions with students, **self assessment and learning goals**



Effectively implement national curriculum changes.



- 1 Kaiako will have clarity around what needs to be taught and learnt at each stage of learning.

- 1 Spend time understanding national requirements 2 Develop school learning progressions 3 Align graduate profile and national curriculum.

Kaiako discussions, **evident in planning and observed lessons**



## Curriculum | Marautanga

Develop and implement curricula that support our school vision and mission

# STRATEGIC PLAN

## SUMMARY

- We have identified 3 broad areas for improvement
  - Curriculum | Marautanga: Develop and implement curricula that support our school mission and vision;
  - Learner | Ākonga: Learners' needs are met so they are able to progress and achieve;
  - Partnership | Rangapū: Partnerships that enhance learning.
- Each area has a goal or 2 that we will focus on and create a more detailed improvement plan for annually. Broadly these areas are: Assessment, teaching practices, implementing the new national curriculum changes and strengthening partnership that leverage learning.
- Achieving these goals is a collaborative effort.
  - Kaiako | Teachers participate through team improvement work and the rōpū that they are a part of, focussed on a strategic goal area.
  - Senior Leadership have oversight for a lot of the plan and will be strategically responsible for Marautanga | Curriculum as well.
  - We are working with an outside educational consultancy this year from the University of Auckland, Tui Tuia. They will help us analyse and look deeper at where improvement efforts could be focussed and support these efforts.
  - Our Rōpū innovation leads that have responsibility for leading a group of teachers focused on one of our strategic aims as a school.
- We will be monitoring the progress toward each goal using a variety of measures, including: feedback from stakeholders at different points in the year, students achievement and progress data, surveys for wellbeing and tracking indicators that have been identified as things we want to measure and achieve.

## WHERE ARE WE CURRENTLY

- Our 2023 [Statement of Variance](#) and [Progress](#) | [Achievement](#) Reports summarise our end point at the end of 2023.
- We are using some of these findings combined with our learning communities feedback to continue informing current strategic direction. Some of the next steps are:
  - Ākonga | Learner: Continue building on strengths from 2023. Improvement mahi lead through teams, structured literacy, learning through play, rigorous tracking of writing progress. Our Assessment for Learning goal was not met last year and will be worked on in 2024s annual plan.
  - Marautanga | Curriculum: We spent a lot of time organising our local curriculum and started organising pathways of learning through learning areas, but are waiting to see where the refreshed curriculum takes us. The work this year will build on last years.

# STRATEGIC GOALS *and* EDUCATION REQUIREMENTS

## NELPS

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3
<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau
<b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	<b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
	<b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	<b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
		<b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

## PACIFIC EDUCATION PLAN



Partner with families to design education opportunities together with teachers, leaders and educational professionals that aspirations for learning and employment can be met

Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways

Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages

Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners

## KA HIKATIA THE MĀORI EDUCATION STRATEGY



### TE WHĀNAU

Education provision responds to learners within the context of their whānau

### TE TANGATA

Māori are free from racism, discrimination and stigma in their education

### TE KANORAUTANGA

Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

## LEARNERS AKŌNGA

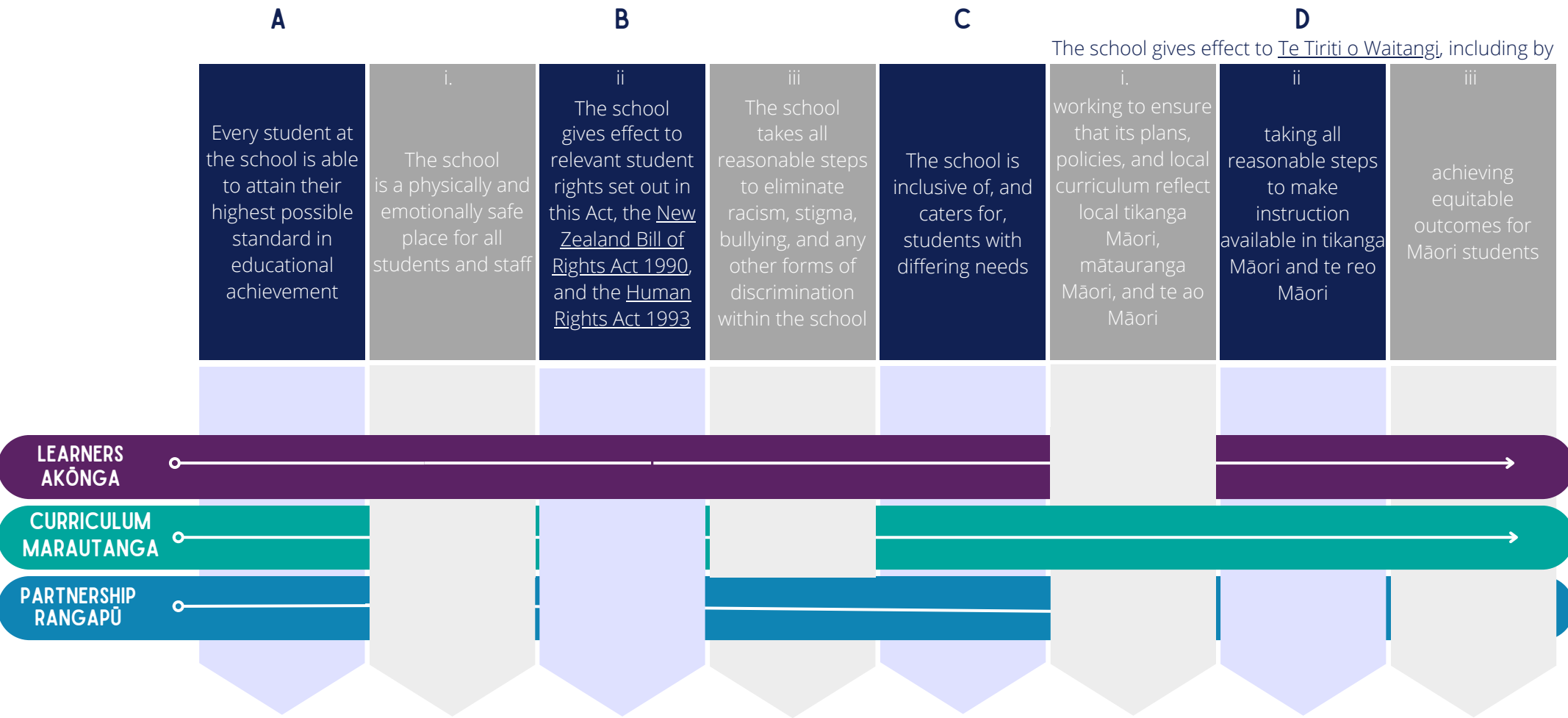
## CURRICULUM MARAUTANGA

## PARTNERSHIP RANGAPŪ



# STRATEGIC GOALS and BOARD OBJECTIVES

## 127 Objectives of boards in governing schools



# ANNUAL PLAN 2024





# GOAL

## LEARNERS ĀKONGA



1

Learners' needs are met so they are able to progress and achieve.





# GOAL ①



## LEARNERS ĀKONGA

Learners needs are met so they are able to progress and achieve.

1. Develop reliable assessment practices that identify need, track progress and help measure impact.
2. Use research-informed pedagogy that matches the needs of our students.

ANNUAL GOAL 1.1	WHAT WILL WE SEE?	MONITOR
Develop consistent school assessment with clear expectations.	<p>What do we expect to see by the end of the year?</p> <ol style="list-style-type: none"> <li>1 Assessment data across classes and throughout the year will become more consistent;</li> <li>2 Learning conversations about achievement and progress are rich and evidence informed;</li> <li>3 Kaiako know what assessments to use when and why;</li> <li>4 School leadership, systems and processes support effective assessment.</li> </ol>	<p>How will you measure success?</p> <ol style="list-style-type: none"> <li>1 Termly student achievement data in HERO</li> <li>2 Student voice collection   feedback - 1 to 1</li> <li>3 Analysis of teacher coaching conversations</li> <li>4 Teacher feedback</li> <li>5 ERO Indicators</li> </ol>

ACTIONS	WHEN	WHO	RESOURCES
→ Develop clear assessment philosophy with staff	T1	Natasha, SLT, Tui Tuia, Staff, Rōpū	<b>PD:</b> Learning Schools <b>Time:</b> team and whole sch. meetings
→ Decide which assessment methods are whole-school, curriculum based and/or teacher discretion.	T3	Natasha, SLT, Tui Tuia	<b>PD:</b> Learning Schools
→ Develop understanding of North-East discursive practices of: power sharing, coconstruction, feedback/forward. Start to implement.	T1 T2	Natasha, Team Leaders	<b>Time:</b> in meetings, coaching \$ <b>relievers</b>
→ Audit and analyse current assessment processes and systems, use feedback to improve.	T1 T2	Natasha, SLT, Tui Tuia	<b>PD:</b> Facilitation by Learning Schools <b>Time:</b> in meetings, coaching \$ <b>relievers</b>
→ Investigate and decide on assessments that are fit for purpose [both curricula and pedagogically]. Provide a clear set of assessment expectations for teachers to follow.	T2 T3 T4	Natasha, SLT, Tui Tuia	<b>Time:</b> Release for SLT <b>PD:</b> Facilitation by Learning Schools <b>Tool:</b> Clarity in the classroom \$

HOW will our targets and actions give effect to **Te Tiriti o Waitangi**?


1. Working toward 'achieving equitable outcomes for Māori' [Education and Training Act 2020] by scrutinising and creating goals for assessment that do not uphold existing bias toward dominant societal groups, allowing Māori students to have power over their educational outcomes. Working with an outside agency will help us analyse more objectively where these bias may be and who they are affecting. Using the North-east discursive practises, have been proven to improve outcomes for Māori learners.
2. 'Working to ensure...[our] plans reflect mātauranga Māori an te ao Māori.' [E and T Act 2020] by creating more appropriate assessment strategies, particularly in our Māori medium pathway.

Both of these demonstrate giving effect to all 3 articles of Te Tiriti and acknowledge the commitment to the treaty principles of *participation, protection and partnership*.

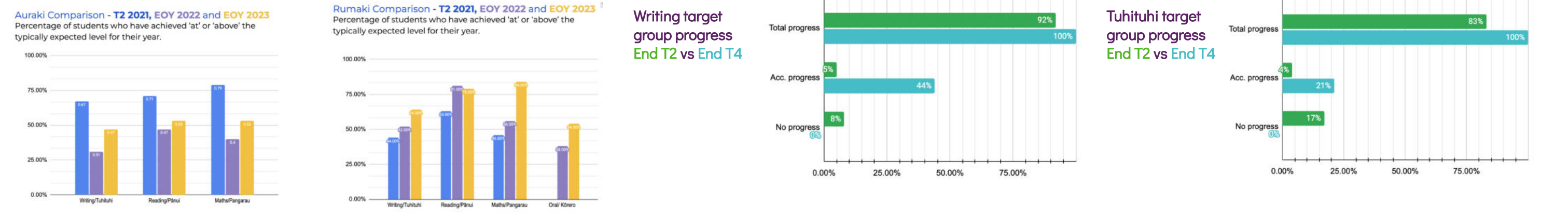
HOW will our teaching and learning strategies and programmes support students to progress and achieve in **Literacy | Te reo matatini and Maths | Pāngarau** and **Learners whose needs have not been well met?**

1. Stronger assessment practices and building teacher assessment capability will help monitor learning through assessment for learning and plan more appropriately for learner needs.
2. Tracking of stronger assessment data (generated by this goal) will ensure we are targeting learners that need extra support efficiently and delivering a curriculum that is extending all learners.



ANNUAL GOAL 1.2	WHAT WILL WE SEE?	MONITOR   MEASURE
<p>Use pedagogical approaches that match the needs of our learners.</p> 	<p>What do we expect to see by the end of the year?</p> <p>1 Teachers are able to discuss how we teach and why;</p> <p>2 Our school pedagogical approaches are visible and messaging is consistent;</p> <p>3 Students are able to access the curriculum and are progressing;</p> <p>4 A school learning environment that is better supporting our chosen pedagogical approaches.</p> <p><i>50% of target groups have made accelerated progress* in Writing.</i></p>	<p>How will you measure success?</p> <p>1 Analysis of teacher coaching conversations and team inquiries</p> <p>2 Whānau feedback</p> <p>3 Student data on HERO and writing trackers</p> <p>4 Teacher feedback</p> <p>5 ERO Indicators</p>

BASELINE DATA



ACTIONS	WHEN				WHO	RESOURCES
→ Using last year's data and team inquiry, investigate student learning needs.	T1				Teams, WSL, Rōpū Ākonga, Team leaders	<b>PD:</b> Inquiry and coaching <b>Time:</b> team and whole sch. meetings
→ Through team inquiries, research pedagogical approaches that will support learning needs and compare with our current practices. Identify strengths and gaps	T1	T2			Teams, WSL, Rōpū Ākonga, Team leaders	<b>PD:</b> Inquiry, Learning through Play - Longworth Education \$, Māori medium MOE
→ Develop a whole school pedagogical overview, including approaches used outside the classroom as well.		T2	T3		WSL, SLT, SENCo Rōpū Ākonga leads	<b>Time:</b> release \$ relievers
→ Support teams in establishing practices that have been identified and are aligned with what we know works.		T2	T3	T4	Natasha, SLT, DMiC	<b>PD and Time:</b> Coaching. Team inquiries

<p>HOW will our targets and actions give effect to <b>Te Tiriti o Waitangi</b>?</p>	<ol style="list-style-type: none"> <li>Working toward ‘achieving equitable outcomes for Māori’[Education and Training Act 2020] by developing a whole school pedagogical approach that does not uphold existing bias toward dominant societal groups</li> <li>‘Working to ensure...[our] plans reflect mātauranga Māori an te ao Māori.’[E and T Act 2020] by inquiry into pedagogical practices that are culturally sustaining and appropriate for all learners, particularly in our Māori medium pathway.</li> </ol> <p>Both of these demonstrate giving effect to all 3 articles of Te Tiriti and acknowledge the commitment to the treaty principles of <i>participation, protection and partnership</i>.</p>
<p>HOW will our teaching and learning strategies and programmes support students to progress and achieve in <b>Literacy   Te reo matatini and Maths   Pāngarau</b> and <b>Learners whose needs have not been well met</b>?</p>	<ol style="list-style-type: none"> <li>Teams are specifically targeting the learning needs within their teams collaboratively. They are working through a rigorous inquiry process with their TLs and these are fed back into SLT meetings. This collaborative approach to problem solving will help us meet all learners needs effectively and support student progress and achievement in Literacy   Te reo Matatini and Pāngarau   Maths, as well as learners whose needs have not been well met.</li> <li>The research into and support for pedagogical approaches aligned with what we know works include: structured literacy for Literacy   Te reo Matatini, dialogic teaching approaches and high expectations for Pāngarau   Maths. For learners whose needs have not been well met previously, as well as the above, we will be strengthening out ‘Learning through Play [LTP]’ approach for juniors Y0-3.</li> </ol>



# GOAL



## CURRICULUM MARAUTANGA

②

Develop and  
implement curricula  
that support our  
school's vision and  
mission



## GOAL ②



CURRICULUM  
MARAUTANGA

Develop and implement curricula that support our vision and mission

1. Effectively implement national curriculum changes.
2. Develop coherent learning pathways.

ANNUAL GOAL 2.1	WHAT WILL WE SEE?	MONITOR
Effectively implement national curriculum changes.	<ol style="list-style-type: none"> <li>1 Kaiako will have clarity on curriculum expectations. They will know what needs to be taught, when.</li> <li>2. The national curriculum and local curriculum will work together and complement each other.</li> </ol>	<p>How will you measure success?</p> <ol style="list-style-type: none"> <li>1. Teacher feedback: confidence working with the new curriculum.</li> <li>2. Analysis of curriculum planning</li> <li>3. Student achievement data</li> </ol>

?	ACTIONS	WHEN	WHO	RESOURCES
→	Know the deadlines for new curriculum changes and design an implementation plan - action that plan;	T1	SLT, team leaders	PD: MOE advisors
→	Become familiar with similarities and difference between old and refreshed curricula - and decide what needs to change or should stay within our current structure;	T1	SLT	Time: release \$ relievers
→	Work closely with MOE Māori medium advisors so we are aware of up-to-date information on TMOA refresh (curriculum content, working groups);	T1	Natasha, Laurie, Carly, TP team	PD: MOE advisors
→	Align graduate profile with new curriculum expectations	T2	SLT	Time: in meetings, release \$ relievers

HOW will our targets and actions give effect to Te Tiriti o Waitangi?

Tino Rangatiratanga [Protection] | Oritetanga [Participation]:

1. Treaty articles 2 and 3 will be honoured by making sure our Māori medium pathway has a curriculum that is appropriate for their context and is just as educationally rigorous as our English medium pathway.
2. We will also be looking at how the refresh curriculum works with our Graduate Profile. The Profile has been created by school and community and outlines what we value as a learning community. This includes valuing cultural knowledge and using it to leverage learning opportunities.

HOW will our teaching and learning strategies and programmes support students to progress and achieve in Literacy | Te reo matatini and Maths | Pāngarau?

1. By effectively implementing the new curriculum changes we will be including knowledge and skills that have been identified as learning that can't be left to chance. This is directly impact the progress and achievement of Literacy | Te reo Matatini and Pāngarau | Maths.



ANNUAL GOAL 2.2	WHAT WILL WE SEE?	MONITOR
<p><b>2.2</b> Build the framework for distinct learning pathways for each curricula</p> 	<p>1 An outline of learning that builds from one year to the next.  2 A separate outline for each pathway.  3 Curriculum areas that have not been well supported will have stronger guidelines to help progression of learning - Te Reo Māori, Hauora   Health</p> <p>2.2a At least 50% of Auraki classes achieve level 4B funding.  2.2b Boys: reduce the number of items averaging less than 80% by 30-50%</p>	<p>How will you measure success?</p> <p>1. Student progress and achievement data  2. Rōpū Curriculum   Marautanga Innovation review and evaluation report on progress toward indicators  3. Teacher feedback on support through focus groups.  4. Wellbeing data  5. 4B Audit and tracker</p>

BASELINE DATA

BOYS - W@S Student survey: Pro-social student culture and strategies		Percentage of teachers and students who qualify for Level 4B funding:     <i>To come as soon as kaiako have filled in the spreadsheet.</i>
1. If I have a problem with another child, I feel I can ask teachers for help.	6. I can say how I am feeling when I need to. <i>(aspect not in whole school data)</i>	
2. Students treat each other with respect.	7. Students always stand up for other children if someone is mean to them.	
3. I can stand up for myself in a calm way.	8. If other children are mean to me,I know how to ignore them or walk away.	
4. If I have a problem with another child, I feel I can ask other students for help.	9. Students are good at listening to each others' ideas.	
5. Students treat teachers with respect.	10. Students include other children who are being left out.	
For boys, <b>4 survey items in this aspect averaged 65% or less for 'agree', 'strongly agree'</b> ; the others are greater than 65%.		

ACTIONS	WHEN				WHO	RESOURCES
→ Find out what students currently experience as they move through learning at Birkdale in both pathways.	T1				SLT, team leaders, teachers	<b>Time:</b> rōpū meetings and in teams <b>Resource:</b> collection tool
→ Decide on pathway milestones/ steps and framework model - find out what other schools use and investigate framework models. Find out how our Graduate Profile fits into this.	T1	T2	T3	T4	SLT / Rōpū Curriculum	<b>Time:</b> release to visit and find out from other schools <b>PD:</b> curriculum framework models <b>[\$?]</b>
→ Fill in what we currently do on the new framework model and identify gaps. Evaluate what needs to stay and what should be adapted to align with refresh.	T1	T2	T3	T4	SLT / Rōpū Curriculum	<b>Resource:</b> Framework and evaluation tool
→ Build and support existing curriculum goals: <ul style="list-style-type: none"> <li>Level 4B funding for instruction in te reo across Auraki by creating a coherent pathway for Te Reo Māori</li> <li>Social and Emotional development of learners through Hauora   PE &amp; Health</li> </ul>	T1	T2	T3		SLT / Rōpū Curriculum	<b>PD:</b> MAC <b>Resource:</b> MAC Self Review tool and Teacher classroom auditing tool

<p>HOW will our targets and actions give effect to <b>Te Tiriti o Waitangi</b>?</p>	<p><b>Tino Rangatiratanga [Protection]   Oritetanga [Participation]:</b></p> <ol style="list-style-type: none"> <li>Treaty articles 2 and 3 will be honoured by making sure our Māori medium pathway has a curriculum pathway that is appropriate for their context and is just as educationally rigorous as our English medium pathway.</li> <li>Protecting te reo Māori through explicit teaching of it and normalising the use of it through everyday interactions, across the school.</li> </ol>
<p>HOW will our teaching and learning strategies and programmes support students to progress and achieve in <b>Literacy   Te reo matatini and Maths   Pāngarau</b> and <b>Learners whose needs have not been well met</b>?</p>	<ol style="list-style-type: none"> <li>Coherent pathways of learning ensure students build on learning in a way that is effective and impacts achievement. These pathways will be build for both Literacy   Te reo Matatini and Pāngarau   Maths.</li> <li>Learners whose needs have not been well met [neurodiverse, gaps in learning, trauma-affected] will benefit from a coherent pathway through important learning.</li> </ol>



# GOAL



## PARTNERSHIP RANGAPŪ

3

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



# GOAL ③



**PARTNERSHIP  
RANGAPŪ**

Partnerships that enhance learning.  
3. Build powerful partnerships that support learning.

ANNUAL GOAL	WHAT WILL WE SEE?	MONITOR
<b>3.1</b> Build powerful partnerships between school and home	<ol style="list-style-type: none"> <li>1 Whānau know how they can help with their child's learning</li> <li>2. Collaborative problem solving between teachers and parents when meeting the needs of learners.</li> <li>3. The school is a culturally responsive environment where learners and their whānau feel comfortable.</li> </ol>	How will you measure success? <ol style="list-style-type: none"> <li>1. Whānau feedback - focus groups</li> <li>2. Gathering examples of collaborative problem solving</li> <li>3. MACa and school identified indicators</li> </ol>

? ACTIONS	WHEN	WHO	RESOURCES
→ Find out what information whānau need and want - decide on the best way to communicate this information, including reporting to whānau;	T1 T2	Rōpū lead, SLT	<b>Time:</b> release \$ reliever
→ Strengthen culturally sustaining practices, particularly cultural weeks, Birkdale tikanga and reinforcing understandings of 'culture' and what CRP looks like at Birkdale Primary and in classroom practice;	T1 T2 T3 T4	Rōpū lead, Rōpū Rangapū	<b>Time:</b> release \$ relievers <b>Tool:</b> White spaces audit and MAC tools
→ Train staff on collaborative problem solving and adjust our processes to include the expectation of collaborative problem solving;	T2 T3	SLT, TL	
→ Design the induction of new families to Birkdale that sets a foundation for strong relationships.	T1 T2	SLT, Rōpū lead	<b>Time:</b> release \$ relievers

HOW will our targets and actions give effect to **Te Tiriti o Waitangi**?

HOW will our teaching and learning strategies and programmes support students to progress and achieve in **Literacy | Te reo matatini and Maths | Pāngarau** and **Learners whose needs have not been well met**?

**Kawantanga | Tino Rangatiratanga [Protection] | Oritetanga [Participation]:**

1. Treaty articles 1, 2 and 3 will be honoured by making sure our Māori medium pathway is supported through powerful partnerships with whānau.
1. Valuing the cultural capital learners bring to school will support progress and achievement in Literacy | Te reo Matatini and Pāngarau | Maths as well as marginalised learners.