



Birkdale Primary School

STRATEGIC PLAN

2026-28



2026-28 Strategic Plan

Nuturing our Future Te Mauri Tipu



AHU WHAKAMUA

Flourishing for the Future



Future-Ready

Sustainable Pathways

Excellence Through Practice



Our school is recognised for its excellence, delivering future-ready learners who flourish in the future | ahu whakamua.

WHANAUNGATANGA

Strong Trunk, Strong Community – Connected and Resilient



Supported Learning

Community Contributors



Our school is a resilient, connected community where every individual feels a strong sense of whanaungatanga and actively contributes to our collective well-being.

MANA

Rooted in Identity – Empowering Every Learner



Rooted in Identity

Confident Learners

Share our story



Birkdale and it's learners are grounded in identity. Learners are confident, active partners in learning.

Our Values | Ngā Uara

Growing bold learners who positively contribute to whānau, community, the world.



STRATEGIC PLAN

SUMMARY

- We have identified 3 broad areas for improvement
 - a. Mana: rooted in identity - empowering every learner;
 - b. Whanaungatanga: strong trunk, strong community - connected and resilient;
 - c. Ahu Whakamua: flourishing for the future.
- Each area has a 2-3 initiatives that we will focus on and create a more detailed improvement plan for annually. Broadly these areas are:
 1. Sharing our school story, becoming rooted in identity, growing confident learners,
 2. Wrapping around students with supported learning and learning how to contribute positively to our collective wellbeing,
 3. Preparing for the future by making sure our learning pathways are strong, students have the skills and dispositions they need to be successful and kaiako are becoming experts in our new curricula.
- Achieving these goals is a collaborative effort.
 - a. Kaiako | Teachers participate through team improvement mahi.
 - b. Senior Leadership have oversight for a lot of the plan and will be strategically responsible for Marautanga | Curriculum as well. They work using an annual work plan that has been planned using our strategic roadmap for each initiative.
 - c. Other school leaders have been given responsibility for areas of the plan.
- 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 2025 [Statement of Variance](#) and Progress | Achievement Reports summarise our end point at the end of 2025.
- We are using some of these findings combined with our learning communities feedback to continue informing current strategic direction.

BIRKDALE PRIMARY SCHOOL

2026–2028 Strategic Plan

Nurturing our Future | Te Mauri Tipu

Tū Māia

Stand bold, brave and confident

Our Values | Ngā Uara

Kairangatiratanga · Manaakitanga · Kotahitanga

VISION	MISSION	STRATEGIC FOCUS
Growing bold learners who positively contribute to whānau, community, the world.	Empowering learners to be self-determining through confidence in who they are and what they can do.	Cultivating a thriving environment where every learner can flourish, contributing positively to their world.

How This Plan Was Developed | Regulation 7(c)

Community consultation, data analysis, and legislative alignment informed this strategic plan.

Community Engagement	Data Sources	Prioritisation	Legislative Alignment
<ul style="list-style-type: none">Whānau surveys and engagement sessionsConsultation with TKAM and local Māori community groupsStaff hui and professional discussionsStudent voice and wellbeing dataBoard of Trustees deliberations	<ul style="list-style-type: none">Wellbeing and cultural audit dataAttendance and enrolment trendsAchievement and progress dataTMoA NZC implementation requirements	<ul style="list-style-type: none">Aligning community aspirations with national prioritiesIdentifying practice gaps through data analysisConsidering staff capability and school capacityBalancing immediate needs with long-term visionEnsuring equity of outcomes for Māori students	<ul style="list-style-type: none">Education and Training Act 2020, Section 127Te Tiriti o Waitangi obligationsTe Mātaiaho NZC (refreshed curriculum), TMoAERO Ngā Aromatawai frameworks

Goal 1: MANA

Deepening Identity — Empowering Every Learner

Goal Success Statement

Birkdale Primary and its learners are rooted in identity. Learners are confident, active partners in learning.

Initiative	Board Objective (ETA 2020 s.127)	Links to Education Req.	Expected Outcome (3 years)	Strategies	Measuring Success
Initiative 1.1 Rooted in Identity - Embed the values of diverse identities, languages and cultures into educational planning, practice and engagement.	Support student achievement by embedding students' identity, language, and culture into school planning and practice. (ETA 2020 s.127(1)(b))	NELP Priority 1 & 3. NZC/TMoA: Treaty of Waitangi, Cultural diversity, Inclusion principles.	School environment visibly reflects diverse identities. Whānau engagement is strong and built on shared values. Cultural elements are evident in environment, practice, and systems.	<ul style="list-style-type: none"> Complete a cultural audit of wellbeing and whānau survey data to identify strengths and growth areas Define key cultural elements expected in environment, practice and systems using community knowledge Plan incorporation using existing frameworks to reduce confusion Strengthen learning partnerships with whānau built on Birkdale values and culture 	Whānau survey Walkthrough audit of environment, practice & systems. Wellbeing survey
Initiative 1.2 Confident Learners - Develop and establish a learner agency model/framework.	Develop learner-centred systems that support students to be active agents in their own learning. (ETA 2020 s.127(1)(b))	NELP Priority 1: Learners at the centre. NZC key competencies: Managing self, Participating and contributing.	A learner agency model is developed, student-facing, and embedded across all year levels by 2028. Parents value and understand student agency.	<ul style="list-style-type: none"> Research and identify learner agency models aligned to school values and kaupapa Co-design a model that works within existing values and frameworks Create student-facing resources for the model Provide teacher support to embed the model in classroom practice 	Evidence gathering — agency questions. Quality of student learning contributions. — value to parents over time.
Initiative 1.3 Share Our Story - Shape and share our school identity using unique cultural narratives and local history.	Build community identity and stakeholder engagement by developing and sharing the school's unique cultural narrative. (ETA 2020 s.127(1)(b))	Te Tiriti o Waitangi obligations. NELP Priority 3: Barrier-free access. NZC: Cultural diversity principle.	A variety of school artefacts exist that represent the school story. Stakeholders can articulate key elements of school narrative. Cultural narrative is embedded in school ethos.	<ul style="list-style-type: none"> Develop school cultural narrative with TKAM, local Māori whānau and community groups Create artefacts (resources, videos, posters, presentations) representing our story Develop and implement a plan to strategically share our story with stakeholders Work with TKAM to strengthen school tikanga/kawa and ways of working with iwi 	Increase in Number of artefacts + Number of key narrative elements spoken about by stakeholder representative group

Goal 2: WHANAUNGATANGA

Strong Trunk, Strong Community — Connected and Resilient

Goal Success Statement

Our school flourishes as a resilient, connected community where every individual feels a strong sense of whanaungatanga and actively contributes to our collective well-being.

Initiative	Board Objective (ETA 2020 s.127)	Links to Education Req.	Expected Outcome (3 years)	Strategies	Measuring Success
Initiative 2.1 Supported Learning - Build responsive support systems where everyone can thrive.	Provide inclusive, responsive wellbeing and learning support systems for all students, prioritising those with greatest need. (ETA 2020 s.127(1)(b))	NELP Priority 2: Barrier-free access. NZC: Inclusion principle. NELP Priority 4: Quality teaching.	Robust, responsive wellbeing systems are in place. Reduction in Tier 2/3 support needs. 'Learn and Grow' systems embedded with fidelity. Whānau understand and engage with school wellbeing approaches.	<ul style="list-style-type: none"> Continue to develop the nurture space and environment to support learning and regulation Embed 'Learn and Grow' systems — identify knowledge gaps and provide ongoing PD Train facilitators in Collaborative Problem Solving (CPS) coaching; implement sustainably Strengthen Tier 2 support for Social and Emotional Learning Communicate 'Learn and Grow' expectations effectively with whānau community 	<p>Red tags dataLearn & Grow conversation quality (1 = not engaging)Academic data</p> <p>Decrease in number of red tagsAcademic data getting better</p> <p>Decrease in number of red tagsAcademic data getting better</p>
Initiative 2.2 Community Contributors - Grow a school community where students are meaningful contributors to collective wellbeing.	Develop school culture where students actively contribute to collective wellbeing and school values are lived and visible. (ETA 2020 s.127(1)(b))	NELP Priority 1: Learners at the centre. NZC Key Competencies: Participating and contributing. School values.	Increased student-led initiatives and meaningful contributions to school culture. School values are visibly lived and celebrated. Students and staff understand the impact of their actions on school culture.	<ul style="list-style-type: none"> Further embed school values to grow a positive, inclusive school culture Grow student and staff understanding of the impact their actions have on others and school culture Increase opportunities and student-led initiatives that demonstrate school values 	<p>Tracking number of student initiatives</p> <p>Increase in number of student initiatives</p> <p>Increase in number of student initiatives</p>

Goal 3: AHU WHAKAMUA

Flourishing for the Future

Goal Success Statement

Learners are confidently prepared for the future through future-focused learning, sustainable learning pathways, and teaching excellence.

Initiative	Board Objective(ETA 2020 s.127)	Links to Education Req.	Expected Outcome(3 years)	Strategies	Baseline Measures
Initiative 3.1 Future-Ready - Equip learners with skills and dispositions to confidently navigate their future.	Develop a Graduate Profile and future-focused skills framework that expands definitions of success beyond core literacy/numeracy. (ETA 2020 s.127(1)(b))	NELP Priority 5: Future-focused. NZC Key Competencies. Digital Technologies curriculum. School charter.	Graduate Profile defined and embedded. Learners develop future-focused dispositions (growth mindset, resourcefulness, ako tonu) and skills (critical thinking, creativity, digital literacy). Updated digital and AI policies in place.	<ul style="list-style-type: none"> Define Graduate Profile — expand beyond reading/writing/maths Research and identify dispositions and skills most valued for learners' future Develop a progression rubric and integrate into existing frameworks Strengthen and update digital and AI policies (Board-approved) Provide PD to grow staff digital expertise 	<p>Matrix/Progression tool to be developed</p> <p>Progress against matrix/progression tool</p> <p>Progress against matrix/progression tool</p>
Initiative 3.2 Sustainable Pathways - Create and implement a MM staffing and enrolment strategy.	Ensure sustainable staffing and enrolment strategies support the school's capacity to deliver on its vision. (ETA 2020 s.127(1)(b))	Education (School Staffing) requirements. School charter obligations. NELP Priority 4: Quality leadership.	A pool of regular, committed staff established. Enrolment numbers grow sustainably over the 3-year period. MM staffing gaps are addressed with a clear strategy.	<ul style="list-style-type: none"> Gather data on MM staffing gaps and whole-school enrolment improvement areas Develop targeted MM staffing strategy and enrolment strategy Action both strategies and review annually 	Increase in Number of enrolments + Number of teachers in pool
Initiative 3.3 Excellence Through Practice - Grow staff expertise in the new curriculum (mātauranga hou) to deliver our vision.	Build staff capability to deliver the refreshed NZC/TMoA with excellence, creativity and innovation. (ETA 2020 s.127(1)(b))	TMoA NZC implementation (statutory). NELP Priority 4: Quality teaching. Tātaiako: Cultural competencies for teachers.	All staff are confidently implementing TMoA NZC with innovative and creative pedagogy. Staff can self-assess against a pedagogical growth matrix. Assessment practices aligned to new curriculum.	<ul style="list-style-type: none"> Draft and implement a TMoA NZC implementation plan for 2026/27 Provide PD through hui and coaching to build new curriculum knowledge Support staff with assessment practices using the new TMoA NZC Develop a PGC matrix weaving northeast kaupapa through growing pedagogical knowledge — enabling teacher self-assessment Support pedagogical shifts for innovative, creative curriculum delivery 	<p>PGC matrix to be developed. Staff self-assessment.</p> <p>Staff self-assessment against PGC matrix</p> <p>Staff self-assessment against PGC matrix. Classroom observation data</p>