



Birkdale
North School

BIRKDALE NORTH SCHOOL

STRATEGIC PLAN 2024 – 2025

OUR VISION

Proud, unique individuals, who are *creative, passionate and critical learners.*

Our Values

RESPECT
INTEGRITY
PERSERVERANCE
EMPATHY

MANAAKI
WHAKAKOTAHI
MANAWANUI
AROHA

OUR GOALS

OUR LEARNERS (ĀKONGA)



Learners show independence and ownership of their learning.

FUTURE FOCUSED TEACHING AND LEARNING



Teachers are skilled, adaptive, and motivated to provide innovative teaching and learning.

CULTURAL RESPONSIVENESS



Our community relates respectfully and learns from our values and diverse cultures.

OUR INITIATIVES

Motivated risk takers who are engaged and self-directed.

Strengthen teaching practices to ensure high quality teaching and learning

Provide experiences acknowledging Te Tiriti o Waitangi and all cultures.

Lifelong learners who think about and reflect on their learning and can take effective action.

Provide opportunities for all learners by meeting the needs of every student.

Our community role models the school values and shows respect for all cultures.

Provide a rich, innovative, localised curriculum that sets students up for the future.

We are unified through a collective understanding of our school vision and values.



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Proud, unique
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Our Values



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RESPECT - We are respectful to ourselves, our whānau, our peers, our teachers and our community.

INTEGRITY - We show integrity by trying our best in all our learning.

PERSEVERANCE - We never give up when we are learning. We keep on trying.

EMPATHY - We show empathy by helping and supporting those around us.

MANAAKI - We show Manaaki by being supportive, respectful, generous, and caring. We show hospitality to visitors.

WHAKAKOTAHI - We demonstrate Whakakotahi by learning from others. We unify, integrate, combine, and unite our learning.

MANAWANUI - We are committed to unwavering tolerance, patience, and persistence in all our learning.

AROHA – We show kindness and compassion, understanding the importance of having a careful and empathetic tolerance to others.

The Tui

The Manu (bird) silhouette is that of the Tui, which represents life fulfillment, confidence, and spiritual harmony. They are said to be messengers of the Gods, and represent growth, achievement and guardianship. The presence of the Tui are often seen throughout the school and sounds can be heard from dawn till dusk.

Sunrise - Ranginui - Air/sky, Atua of the sky and husband of Papa-tū-ā-nuku, from which union originate all living things.

French windows - This represents the special French programme within the school curriculum. An important feature of the major French cathedrals was the stained glass windows, which are depicted within the shield shape and the sky.

Whenua

Land/earth-Papatuanuku, Earth mother and wife of Rangi-nui - all living things originate from them.

Mangopare/Patiki

The Mangopare (hammerhead shark) and Patiki (flounder) design symbolises strength, leadership, courage and tenacity. It represents empowering tamariki to develop skills for life, looking forward and beyond.

Koru

New beginnings, learning and growing. The koru is a symbol of creation, is based on the shape of an unfurling fern frond. Its circular shape conveys the idea of movement, and its inward coil suggests a return to the point of origin.

Koru Frongs representing the confederation of tribes.

Namely Te Wai-o-Hua, Ngāi Tai, Ngāti Whātua, Te Kawerau-a-Maki and Ngāti Pāoa, who settled in Tāmaki throughout the generations, post and pre-european contact.

Moana nui a toi

Water and oceans of Tangaroa. Representing the bays and views from the location. This can represent many bodies of water including local streams and waterfalls.



The Logo Rationale

At the core of the Birkdale North School design is the incorporation of two main graphical elements that make up the logo. The Tohu (logo) is stylised to represent the natural surroundings, the community and the people. The main design element is that of a stylised koru with a series of young koru shoots representing the many Iwi and Hapu who occupied the area in the past. The Koru represents the many Mangopare (hammerhead shark) & Patiki (flounder) that used to live in abundance around the estuaries, inlets and coastal parts around the area. The Manu (bird) silhouette is that of the Tui, which represents life fulfillment, confidence, and

The History

The North Shore's traditional name is 'Te Whenua roa o Kahu' (the extensive lands of Kahu). The name belongs to Ngati Kahu, who descend from Kahu, a grandchild of Maki. Maki had a number of sons who were each given lands across the region. Tawhia (Te Kawerau a Maki) was a younger son who occupied Hikurangi, while his older brother Maeaeariki held the lands from Devonport, Birkdale, Glenfield, Wairau all the way up to Orewa. Kahu was the child of Maeaeariki. Tawhia married Marukiterangi, the daughter of Kahu (his grandniece). Hence Kawerau link to the north shore via Tawhia through

spiritual harmony. They are said to be messengers of the Gods, and represent growth, achievement and guardianship. The yellow/orange sky represents the beautiful sunrises seen within the school grounds. There are four key colour schemes for the corporate identity, namely Azure blue, Tangerine, Aqua Teal and Canary yellow. These colours give the graphic its grounding or foundation, so as to suggest trust, stability. Overall this brand is maintained with our adherence to the brand objectives set out within this brand manual and will be the foundation for the design and development of all material.

Maki, Maeaeariki, and Kahu, as well as through marriage to Marukiterangi. They were all Kawerau. Nga puhi pushed everyone out of Tamaki in the early 1800's, and what was left of Ngati Kahu/Kawerau came back to their land about a decade later and stayed until the early 1900's. The first European settlers to this area of Birkdale arrived in the 1860s and until the early 1920s. The area was primarily rural consisting mainly of farms growing strawberries and holiday baches. Now the area is home to a bustling multi-cultural community nestled within a beautiful bush environment.



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STRATEGIC GOAL: OUR LEARNERS (ĀKONGA)



Learners show independence and ownership of their learning.

INITIATIVE	ACTION	RESPONSIBILITIES	RESOURCES	MEASUREMENTS
<p>Motivated risk takers who are engaged and self-directed.</p> <p>Annual survey for students /teachers/ parents</p> <p>Develop a strong student voice so that students are connected to their learning.</p>	<ul style="list-style-type: none"> Evaluate data student survey and carry out in term 4. Evaluate parent survey and carry out in term 4. Use data gathered to support learning and planning for the following year. Action Me and My school survey in term 3. Analyse and Compare data from Me and My school survey for future focus 	<ul style="list-style-type: none"> SLT (Senior Leadership Team) Teachers Teacher aides Students 	<ul style="list-style-type: none"> The Literacy Learning Progressions BNS OTJ literacy tool NZC Te Mātaiaho / curriculum refresh Key competencies Me and My school survey (NZCER) Teachers 	<p>By the end of:</p> <ul style="list-style-type: none"> 2024 – Students are using the inquiry model framework Understand , Know, do. (Te Mātaiaho) 2024 – Students developing literacy and Numeracy concepts related to Te Mātaiaho/ Curriculum refresh 2025 – Te Mātaiaho embedded within literacy, English, Social Sciences and NZ history
<p>Lifelong learners who think about and reflect on their learning.</p> <p>Support our children to be risk takers who are creative, passionate, and critical learners.</p>	<ul style="list-style-type: none"> Develop a plan to ensure that children are an active part of developing creative, passionate, and critical learners. Plan teaching and learning to support and encourage children to demonstrate our values. Teachers use the Understand, Know, Do framework with students. 	<ul style="list-style-type: none"> Principal and Deputy Principal. Teachers Parents/ BNS community 	<ul style="list-style-type: none"> Literacy Learning Progressions ELLPS (English Language Learning Progressions) Effective Pedagogy in Te au tangata / Social Sciences. School vision and values 	<ul style="list-style-type: none"> Self-reflection and /or peer reflection Students can talk about their learning goals at their appropriate level.

Learners can decide on their goals and determine their next steps.

- Support students with their learning goals and their next steps.

- SLT
- Teachers
- PD facilitator
- Students

- Te Mātaiaho / Curriculum refresh
- *Making Learning Visible* by Michael Absolum

- Teachers
- Facilitator
- Differentiated Progressions in child speak

- Students are able to say what their goal is and their next step for learning.
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STRATEGIC GOAL: FUTURE FOCUSED TEACHING AND LEARNING



Teachers are skilled, adaptive, and motivated to provide innovative teaching and learning.

INITIATIVE	ACTION	RESPONSIBILITIES	RESOURCES	MEASUREMENTS
<p>Strengthen teaching practices to ensure high quality teaching and learning.</p> <p>Grow teachers understanding of Te Tiriti o Waitangi and Te Reo Māori.</p>	<ul style="list-style-type: none"> Teachers will identify areas for growth in effective pedagogy. Develop effective pedagogical practices that make a difference for all learners. Implement Te Reo Tuatahi Māori programme to grow teachers understanding of Te Tiriti o Waitangi. Implement Te Reo Tuatahi Māori programme to grow teachers understanding of Te Reo Māori 	<ul style="list-style-type: none"> Teachers Coaches / Mentors SLT 	<ul style="list-style-type: none"> MAC (Māori Achievement Collaborative) Māori Action Education plan Staff meeting PLG (Professional Learning Groups) Ka Hikitia Pacifica Action Education plan Te Reo Tuatahi Māori programme – Te Tuatahi Trust. 	<ul style="list-style-type: none"> Teachers track areas of growth in effective pedagogy and can demonstrate changes in their practice through their personal Growth cycle. Teachers have successfully completed and are using in their practice
<p>Provide opportunities for all learners by meeting the needs of every student.</p>	<ul style="list-style-type: none"> Develop culturally responsive practices. Develop knowledge to deepen our classroom practice through universal design for learning approaches 	<ul style="list-style-type: none"> SLT Teachers PLD facilitator(s) 	<ul style="list-style-type: none"> Universal design for learning Learning progressions PLD facilitator 	<ul style="list-style-type: none"> Classroom environment and planning will show UDL strategies in place.
<p>Provide a rich, innovative, localised curriculum that sets students up for the future.</p>	<ul style="list-style-type: none"> Make learning visible for teachers and their learners. Link within the community relating to learning. Align all PD and teaching approaches to the curriculum refresh. 	<ul style="list-style-type: none"> SLT Teachers PLD facilitator(s) 	<ul style="list-style-type: none"> PLD facilitator Utilise local resources to support students' learning. Curriculum refresh pathway 	<ul style="list-style-type: none"> Students have some local knowledge and can talk about connections.

STRATEGIC GOAL: CULTURAL RESPONSIVENESS



Our community relates respectfully and learns from our values and our diverse cultures.

INITIATIVE	ACTION	RESPONSIBILITIES	RESOURCES	MEASUREMENTS
Provide experiences acknowledging Te Tiriti o Waitangi and all cultures.	<ul style="list-style-type: none"> Create an environment which helps children to be confident in their identity and culture. Raise the profiles of Te Tiriti o Waitangi for teacher and students. Explicitly use Te Reo Māori and the languages of our community to greet and farewell. 	<ul style="list-style-type: none"> SLT Facilitator Teachers 	<ul style="list-style-type: none"> Taku Reo Survey Māori Achievement Collaborative 	<ul style="list-style-type: none"> Children acknowledge and can talk about Te Tiriti o Waitangi. Our community are respectful and involved in our whakatau and /or Powhiri held at school.
Our community role models the school values and shows respect for all cultures.	<ul style="list-style-type: none"> Priority to develop stronger partnerships with our Māori / Pasifika families. Implement regular and reflective consultation with whanau. 	<ul style="list-style-type: none"> Principal SLT BOT (Board of Trustees) Teachers 	<ul style="list-style-type: none"> Māori / Pacific learners action plans Ka Hikitia document 	<ul style="list-style-type: none"> Consultation has taken place and feedback considered. School events are organised to allow unification of our community, ie cultural celebrations, end of year assembly and shared picnic. informative evenings.
We are unified through a collective understanding of our school vision and values.	<ul style="list-style-type: none"> Explicitly display our BNS school Values and our Vision (Creative, Passionate, Critical learners) Values and Vision become part of the culture of the school 	<ul style="list-style-type: none"> Principal BOT BNS community 	<ul style="list-style-type: none"> Visible Values and Vision throughout the school 	<ul style="list-style-type: none"> Community reinforces our vision and values.