



ANNUAL IMPLEMENTATION PLAN 2024

OUR VISION




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

Our Values

**RESPECT
INTEGRITY
PERSISTENCE
EMPATHY**

**MANAAKI
WHAKAKOTAHI
MANAWANUI
AROHA**

OUR GOALS

OUR LEARNERS (ĀKONGA)	FUTURE FOCUSED TEACHING AND LEARNING	CULTURAL RESPONSIVENESS
 Learners show independence and ownership of their learning.	 Teachers are skilled, adaptive, and motivated to provide innovative teaching and learning.	 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.



Birkdale
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STRATEGIC GOAL: OUR LEARNERS (ĀKONGA)



Learners show independence and ownership of their learning

GOALS /INITIATIVES	ACTIONS	RESPONSIBILITIES	RESOURCES	MEASUREMENTS	OUTCOMES	ONGOING EVALUATION
Motivated risk takers who are engaged and self-directed and are able to take effective action.						
Annual survey for students	Annual student survey to find interests, passions, and strengths	Senior leadership team Classroom teachers	Several options: For years 4-to 6 children a google form may be used. Years 1- 3 may take a different approach where a class collective of information may be gathered on one google form or electronic documents. Small groups or whole class dependant on age and confidence of the children. Possible questions could include: What has excited you? What interests do you have? What do you enjoy most /least?	draft of survey ready to trial on a group of students by end of term 2. Survey to be ready for delivery to students by the end of term 3. Data from survey will be used to inform and support planning for 2025. Analyse and summarise data from survey midterm 4 as a whole staff	Planning for 2025 will reflect and incorporate the student voice collected.	
Annual survey for teachers "How well do we know or learners?"	Annual survey to gain understanding of teacher's perspectives of their learners. This will include	Senior leadership team in consultation with all teachers.	Develop a google form for ease of collating data Staff meetings Talking about our children and sharing what we know. Further exploration into OTJ Develop next steps for teacher development. assessment for learning (AFL)	Survey ready for delivery in term 4 when teachers have had a full three terms with their class.	Planning for 2025 will reflect and incorporate data gathered from	

	observations and future focus needed to continue to grow and develop the needs of our students.		How well do teachers question students for deeper understanding: <ul style="list-style-type: none"> • Question: Tell me about your learning? • Expected outcomes? • Differentiation of tasks and learning. 	Analyse and summarise data from survey midterm 4	teacher survey.	
Annual survey for parents/whanau	Develop a survey that will find out the views of parents/whanau in order to enhance the partnership between school and home.	Staff Senior leadership Key community members representing different cultures within our school.	Several different approaches will be needed to collect this data. ~ electronically on a google form. ~ inviting specific cultural group together and collect data through a less formal approach. ~ one on one with some parents ~ a pop in evening /afternoon with a variety of methods to collect information is available – electronic, paper or simply having a conversation with another person.	Draft a survey ready to trial on a small group early term 3 Survey ready early term 4 for delivery Analyse and summarise data from survey midterm 4	Planning for 2024 will reflect and incorporate data gathered from parent survey.	
Develop a strong student voice	Administer Me and My school survey for year 4 – 6 students.	Anne- Marie Teachers Year 4-6 students	Online resource on NZCER. https://www.nzcer.org.nz/tests/me-and-my-school	Survey administered mid-term 3	Data informs teachers and SLT of trends. Supports reporting and future focus for planning.	
Lifelong learners who think about and reflect on their learning						
Major focus on school values linking to Positive Behaviour for Learning (PB4L)	Talk about the values linking to vision and PB4L	SLT Teachers Teacher aides	Website PB4L Teaching for positive behaviour – ministry resource PB4L matrix of expectations in each class Whole school Assemblies linked and aligned each week to BP4L and Values	By the end of 2024 students will be able to make links though PB4L to the school values	The values will be clear and part of the culture at BNS.	



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STRATEGIC GOAL: FUTURE FOCUSED TEACHING AND LEARNING

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

GOALS /INITIATIVES	ACTIONS	RESPONSIBILITIES	RESOURCES	MEASUREMENTS	OUTCOMES	ONGOING EVALUATION
Strengthen teaching practices to ensure high quality teaching and learning						
Grow teacher understanding of Tikanga Māori and Te Reo Māori	Develop teachers' knowledge of Tikanga Māori and Te Reo Māori.	Teachers SLT Teacher aides	MAC (Māori Achievement Collaborative) Unteach Racism Modules – Education Council – There are 8 of these, eg. Bias, ...	End of each term– all teachers have completed the PD sessions.	Teachers have built prior knowledge and confidence to deliver the Te Reo programme.	
Develop effective pedagogy for the delivery of Tikanga Māori and Te Reo Māori. Sustaining quality teacher practice in developing equitable		Teachers SLT Tutor from programme.	He Reo Tupu, He Reo Ora MAC (Māori Achievement Collaborative)	. Term one - Te reo audit at teacher only day. Assess where each teach/class is at and set goals. 2024 is consolidation of 2022/23. Term 3 – Te Reo audit .	Teachers feel confident to deliver Tikanga Māori and Te Reo Māori	

outcomes for learners, acknowledging Te Tiriti						
Gain knowledge and understanding to teach New Zealand History effectively	Teaching New Zealand History within the School Concept	Teachers SLT	Tamsin Hanley New Zealand History – revisit the use of these Tamsin Hanley resources Whakamānawatia Te Reo Māori. – online resources. New Zealand histories document: Te Mātaiaho NZ histories module This self-paced learning module is an introduction for all teachers of ākonga in years 1–10 to the refreshed New Zealand Curriculum structure using the context of Aotearoa New Zealand’s histories (ANZH)	Term 1 - re visit New Zealand histories within Te ao Tangata / Social Sciences. By the end of the year at least 50% of the teachers will effectively be delivering elements of New Zealand history within Te Ao Tangata / Social Sciences.	Teachers feel confident to deliver some New Zealand History.	
Teachers will create the relationships and processes that lead to effective teaching and learning.	Develop well-structured lesson plans with clear learning intentions. Use quality formative assessment practices, which includes student goal setting.		Gather and utilise student feedback around the impact of teaching (i.e. Is the learning relevant? Do the students understand the concepts taught?) Leadership led PD around Assessment for Learning (AfL) term 1 and 2 As a staff read and discuss Clarity in the classroom, by Michael Absolum. (Evaluation Associates) (Niho Taniwha for 2025 focus for Staff Professional Reading.)	By the end of the year: Teachers will have a clearer consistent understanding of assessment for learning. Students will be able to explain their learning in relation to success criteria in student speak.	students will have control of their learning and be actively involved in the decisions made. Teachers will be open to student feedback and respond accordingly.	
Provide a rich and innovative localised curriculum that sets students up for the future						
Continue to develop our student’s profile / learner disposition	Develop a shared description of our aspirations for each student to have achieved	Teachers Students Kahui Ako Whanau	Teachers Students Curriculum refresh Ann Milne online courses around graduate profile	Students can talk specifically about their learning with prompting if needed. e.g. “I am able to work in a	Students with the skills and confidence to talk about their learning.	

within BNS local curriculum	by their last year of school		MAC – Brenda M Aaron Hall from Surgecom– rebranding project – research of local History	group and share my understanding of a problem”		
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STRATEGIC GOAL: CULTURAL RESPONSIVENESS

Our community relates respectfully and learns from our diverse cultures.

GOALS /INITIATIVES	ACTIONS	RESPONSIBILITIES	RESOURCES	MEASUREMENTS	OUTCOMES	ONGOING EVALUATION
Provide experiences acknowledging Te Tiriti o Waitangi and all cultures						
Provide experiences acknowledging Te Tiriti o Waitangi: The principles: Partnership Protection Participation	Encourage whanau to participate in Whakatau and Powhiri. Whanau hui community events Co-opting for representation on the BOT	SLT Board Our Māori community iwi, whanua	Communicate via newsletter, Social media, informal face to face interactions, so that more of the community understand the Whakatau or Powhiri process. Communicate to our whanau when there are local events taking place. E.g., Our Turangawaewae Kapa Haka Festivals	Term 3 – There will be two questions connected to teaching Te ao Māori at BNS.	Whanau /parents feel connected to learning within BNS. Working towards normalising Te Reo in our school and community	
Our community role models the school values and shows respect to all cultures						
Our community role models our school values and shows respect for all cultures.	Provide a range of activities and learning experiences to celebrate cultural diversity at our school.	SLT Teachers BOT School community	Charter Vision and Values. Hold an information evening to share our charter, vision, and school values. Link this to Inquiry Outcomes.	Term 1 – 60% of our community attending information evening.	The vision and values will be clear and part of the culture at BNS and its community.	

Develop stronger partnerships with our Māori whānau / community	Hold regular whānau hui to strengthen home – school relationships.	SLT Teachers BOT Māori whānau / Community	Māori Whanau Local iwi connections Hui environment (not necessarily in school) to include kai - It is the co-constructed aspects of our whānau hui that is so important. Kai provided, your kids are welcome. We will be discussing ... Is there anything you would like to put on the agenda for the next meeting? e.g. – consult on Paepae, or karakia, or how we teach pepeha, etc.	Term 2 – hui set in place – 30% Māori Whānau Term 3 and 4 – development of a whānau group who could meet on a regular basis.	Partnership between BNS and Māori whanau.	
Develop stronger partnerships with our Pasifika community	Hold a Pasifika Fono to strengthen home- school relationships	SLT Teachers BOT Pasifika Community	Pasifika community Local Pasifika connections Fono environment (not necessarily in school) to include food. See row above for aspects of the process and ideas. Take an element of school practice and share it and get feedback.	Term 2 – Fono set in place – 30% Pasifika community. Term 3 and 4 – development of a fono group who could meet on a regular basis	Partnership between BNS and Pasifika community.	
We are unified through a collective understanding of our school vision and values						
BNS school value and vision will become part of the school culture	Display and be proactive in the visibility of our vision and values. This will be developed more in 2024 through Rebranding with Aaron Hall and Surgecom	Taryn SLT Our school community	Website – new website in development to coincide with re branding. School environment Facebook SchoolsappNZ	School vision and values are visible within the school and are understood by the students and whanau. Term 4 – 50% of our parents will be reinforcing the values and vision with their children.	The vision and values will be clear and part of the culture of BNS and its' community.	



OUR LEARNERS (ĀKONGA) -



Learners show independence and ownership of their learning.

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OUR LEARNERS (ĀKONGA)	Year 1 (2024)				Year 2 (2025)			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Motivated risk takers who are engaged and self-directed and can take effective action								
Annual survey for students, teachers, and parents to find interests, passions, and strengths (incorporate in the following years planning) Develop a strong student voice		Evaluate student survey Evaluate parent survey	Survey			Evaluate student surveys Evaluate parent surveys	Survey	
			Me and My school survey				Me and My school survey	
Lifelong learners who think about and reflect on their learning								
Develop a plan to support our children to be risktakers who are creative, passionate, and critical learners Develop learning goals in child speak:	Review and consult on learner profile. Include cultural competency, our values, and our diverse cultures within BNS.		Children can clearly understand what the learner profile means to them	Review and community consultation process for next strategic direction.				
	Unpack Respect / Manaaki	Unpack integrity / Whakakotahi	Unpack Perseverance / Manawanui	Unpack Empathy/ Aroha	Review vision and Values		Review understanding of learning goals	
Mātaiaho / Curriculum Refresh	Embed 1 hour a day policy		Maths –Understand know, do, framework	Continue to deliver Te Mataiaho as guidance is directed.				
Mātaiaho / Curriculum Refresh	Develop understanding and unpack English curriculum (Focus on writing)							



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FUTURE FOCUSED TEACHING AND LEARNING –



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

FUTURE FOCUSED TEACHING AND LEARNING	Year 1 (2024)				Year 2 (2023)				
	Term 1	Term2	Term 3	Term 4	Term 1	Term2	Term 3	Term 4	
Strengthen teaching practices to ensure high quality teaching and learning									
Strengthen teaching practices to ensure high quality teaching and learning through: Growing teacher understanding of Tikanga Māori and Te Reo Māori Continuing to develop effective pedagogy (Reo Kura and New Zealand History focus)		Reo Kura (½ hour sessions)							
	Reo Kaiako								
		Matariki	Marae	Te ao Haka	Pepeha	Matariki	Marae	Te ao Haka	
Provide opportunities for all learners by meeting the needs of every student									
Provide opportunities for all learners by meeting the needs of every student.					Continue to develop culturally responsive practises				
Provide a rich, innovative, localised curriculum that sets students up for the future.									
Provide a rich, innovative, localised curriculum that sets students up for the future.	Continuing links to Local curriculum through PD including Māori History				Collate all local curriculum documents referencing Te Mātaiaho.				



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CULTURAL RESPONSIVENESS –



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

CULTURAL RESPONSIVENESS	Year 1 (2024)				Year 2 (2025)			
	Term 1	Term2	Term 3	Term 4	Term 1	Term2	Term 3	Term 4
Provide experiences acknowledging Te Tiriti o Waitangi and all cultures								
Provide experiences acknowledging Te Tiriti o Waitangi and all cultures.			Community consultation and feed back			Community consultation and feed back		
Our community role models the school values and shows respect for all cultures								
Our community role models the school values and shows respect for all cultures	Information evening whole school				Information evening whole school			
consultation with whanau. develop stronger partnerships with our Māori / Pasifika families		Whānau hui Pasifika Fono	Development of Whānau group Development of a Fono Group			Whānau hui Pasifika Fono		
We are unified through a collective understanding of our school vision and values								
We are unified through a collective understanding of our school vision and values BNS school Values School mission will become part of the school culture	Visibility around school	Website to reflect values						Vision and values established

