



BIRKDALE NORTH SCHOOL

STRATEGIC PLAN 2022 – 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 GOALS		
<p><u>OUR LEARNERS (ĀKONGA)</u></p>  <p>Learners show independence and ownership of their learning.</p>	<p><u>FUTURE FOCUSED TEACHING AND LEARNING</u></p>  <p>Teachers are skilled, adaptive, and motivated to provide innovative teaching and learning.</p>	<p><u>CULTURAL RESPONSIVENESS</u></p>  <p>Our community relates respectfully and learns from our diverse cultures.</p>
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.



OUR VISION

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

Our Values

**RESPECT
INTEGRITY
PERSISTENCE
EMPATHY**

**MANAAKI
WHAKAKOTAHI
MANAWANUI
AROHA**



Our Values



RESPECT - We respect ourselves, each other, and our community.

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

PERSEVERANCE - We show perseverance in all our learning.

EMPATHY - We show empathy to our peers and those around us.

MANAAKI - We show Manaaki by supporting, caring and showing hospitality to others. We are respectful, generous and caring.

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.



OUR LEARNERS (ĀKONGA) -

Learners show independence and ownership of their learning

OUR LEARNERS (ĀKONGA)	Year 1 (2022)				Year 2 (2023)				Year 3 (2024)			
	Term 1	Term 2	Term 3	Term 4	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 are able to 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	Develop student survey Develop parent survey		Survey		Develop student surveys Develop parent surveys		Survey		Evaluate student surveys Evaluate parent surveys		Survey	
			Me and My school 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:	Intro to vision and values Vision visible throughout the school		Children can state vision.		Intro to values and Values Focus:							
		Creative as focus (unpack)	Passionate as focus (unpack)	Critical as focus (unpack)	Unpack Respect / Manaaki	Unpack integrity / Whakakot ahi	Unpack Perseverance/ Manawanui	Unpack Empathy/ Aroha				
Maths	Teachers work to with students to develop Maths goals		Maths goals - focus in class	Maths goals established								
Mātaiaho / Curriculum Refresh					Teachers work to unpack New Zealand Histories (Te Mātaiaho /Curriculum refresh)		New Zealand Histories Understand, know, do.					
Mātaiaho / Curriculum Refresh									Maths Understand, know, do, framework		Literacy understand, know, do framework	



FUTURE FOCUSED TEACHING AND LEARNING –



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

FUTURE FOCUSED TEACHING AND LEARNING	Year 1 (2022)				Year 2 (2023)				Year 3 (2024)				
	Term 1	Term2	Term 3	Term 4	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.				Review of local Curriculum				



CULTURAL RESPONSIVENESS –

Our community relates respectfully and learns from our diverse cultures.

CULTURAL RESPONSIVENESS	Year 1 (2022)				Year 2 (2023)				Year 3 (2024)			
	Term 1	Term2	Term 3	Term 4	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					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 consultation with whanau. develop stronger partnerships with our Māori / Pasifika families	Information evening whole school		Whānau hui Pasifika Fono	Development of Whānau group Development of a Fono Group	Information evening whole school		Whānau hui Pasifika Fono		Information evening whole school		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	Charter consultation			



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"> Develop a student survey and carry out in term 4. Develop a 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"> 2022 - Student literacy goal setting in child-speak to be completed 2023 – Students show understanding of Te ao tangata / Social Sciences through demonstrating their knowledge of the big ideas. (Understand, Know, Do) 2024 – Student is using the inquiry model framework Understand , Know, do. (Te Mātaiaho) 2024 – Students developing literacy and Numeracy related to Te Mātaiaho / Curriculum refresh

Lifelong learners who think about and reflect on their learning.

Support our children to be risk takers who are creative, passionate, and critical learners.

- 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.

- Principal and Deputy Principal.
- Teachers
- Parents/ BNS community

- Literacy Learning Progressions
- ELLPS (English Language Learning Progressions)
- Effective Pedagogy in Te au tangata / Social Sciences.
- School vision and values
- Te Mātaiaho / Curriculum refresh
- *Making Learning Visible* by Michael Absolum

- 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

- Teachers
- Facilitator
- Differentiated Progressions in child speak

- Students are able to say what their goal is and their next step for learning.
-
-



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. 	<ul style="list-style-type: none"> SLT Teachers PLD facilitator(s) 	<ul style="list-style-type: none"> PLD facilitator Utilise local resources to support 	<ul style="list-style-type: none"> Students have some local knowledge and can talk about connections.

-
- **Align all PD and teaching approaches to the curriculum refresh.**

**students' learning.
(Local Curriculum)**

- **Curriculum refresh pathway**
-
-



STRATEGIC GOAL: CULTURAL RESPONSIVENESS



Our community relates respectfully and learns from 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"> Te Ahu Te Reo māori tailor-made te reo Māori professional development 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) 	<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.

-
- **Values and Vision become part of the culture of the school**
-
- 



Annual Plan 2023



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	Develop a student survey to find interests, passions, and strengths	Senior leadership team initially	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.	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 2024. Analyse and summarise data from survey midterm 4	Planning for 2024 will reflect and incorporate the student voice collected.	
Annual survey for teachers	Develop a survey to gain understanding of teacher's perspectives of their learners. This will include observations and future focus needed to continue to grow and develop the	Senior leadership team in consultation with all teachers.	Develop a google form for ease of collating data	Survey ready for delivery in term 4 when teachers have had a full three terms with their class. Analyse and summarise data from survey midterm 4	Planning for 2024 will reflect and incorporate data gathered from teacher survey.	

	needs of our students.					
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						
Make sure our school vision is visible	Display Vision throughout the school.	Taryn Teachers students	Vision to be designed to be attractive eye catching: Proud, unique individuals, who are Creative, Passionate and Critical learners. (CPC)	The Vision should be in every classroom, office, staff room, library, and hall. It will be visible wherever there are people to see it.	This will support and encourage the culture of our school and CPC will be common language	
School vision to be incorporated in the everyday life of school	Students will learn about and understand the BNS vision and be able to link it to their learning.	Teachers Students Admin staff Community / whanau	Website, Facebook Teachers – incorporated into everyday chat in their lessons /planning etc. Community / Whanau – talk about vision and incorporate in stationary, emails, all social media. Meet the Teacher Evening.	This is to continue to be an integral part of the language at BNS in classroom, assemblies and in our everyday speak.	The vision will be clear and part of the culture at BNS.	

Major focus on school values linking to vision	Talk about the values linking to vision and PB4L (Positive Behaviour for learning)	SLT Teachers Teacher aides	Website PB4L Teaching for positive behaviour – ministry resource	By the end of 2023 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.	
Develop a plan to allow our students to be risk takers with a focus on New Zealand histories (Te Mātaiaho / Curriculum refresh)	Development of New Zealand histories through the Understand, Know, Do approach.	SLT Teachers Students		Term 2 – 4 There will be a development of New Zealand Histories using the Understand, Know, Do approach. Term 4 – 30% of the students will demonstrate understanding of inquiry practices related to: Interpreting past experiences, decisions, and actions in the ANZ Histories curriculum. (Do inquiry practices, page 3)	The students think about and reflect on their learning through the Understand, Know Do model.	



Annual Plan 2023



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	https://tepunareomaori.co.nz/ MAC (Māori Achievement Collaborative)	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.	Teaching 3 hours per week: incidental / informal/ Te au Māori including a 45-minute lesson Through Te Puna Te Reo	Teachers SLT Tutor from programme.	https://tepunareomaori.co.nz/ He Reo Tupu, He Reo Ora MAC (Māori Achievement Collaborative)	Terms 2,3 and 4 – ongoing weekly 45 min Te Reo lessons and resources. By the end of the year at least 50% of the teachers will effectively delivering Te Puna Te Reo .	Teachers feel confident to deliver Tikanga Māori and Te Reo Māori	
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 resource 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	Term 1 - teachers unpack New Zealand histories within Te ao tangata / Social Sciences.	Teachers feel confident to deliver some New Zealand History.	

			refreshed New Zealand Curriculum structure using the context of Aotearoa New Zealand's histories (ANZH)	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.		
Provide a rich and innovative localised curriculum that sets students up for the future						
Continue to develop our student's profile / learner disposition within BNS local curriculum	Develop a shared description of our aspirations for each student to have achieved by their last year of school	Teachers Students Kahui Ako	Ministry funded PLD hours Teachers Students Curriculum refresh	Students can talk specifically about their learning with prompting if needed. e.g. "I am able to work in a group and share my understanding of a problem"	Students with the skills and confidence to talk about their learning.	
Make links to local history	Align New Zealand history with our local area. (Birkdale, North Shore, Auckland)	Teachers Students Local Iwi Local historians	https://tepunareomaori.co.nz/ He Reo Tupu, He Reo Ora MAC (Māori Achievement Collaborative) https://ssol.tki.org.nz/Aotearoa-New-Zealand Curriculum refresh Aotearoa New Zealand's histories in the New Zealand Curriculum	Term 2 focus – Matariki Term 3 focus – Marae Term 4 focus – Te ao Haka By the end of the year at least 50% of the teachers will effectively delivering elements of New Zealand history with clear links to our local history.	Teachers feel confident to deliver some specific local History.	



Annual Plan 2023



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.	SLT Board Our Māori community iwi, whanua	Communicate via newsletter 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 Turangawaiwai.	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.	Hold an information evening to share our charter, vision, and school values.	SLT Teachers BOT School community	Charter Vision and Values.	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 a whānau hui to strengthen	SLT Teachers BOT	Māori Whanau Local iwi connections Hui environment (not necessarily in school) to include kai	Term 2 – hui set in place – 30% Māori Whānau	Partnership between BNS and	

	home – school relationships.	Māori whānau / Community		Term 3 and 4 – development of a whānau group who could meet on a regular basis.	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.	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 are unified through a collective understanding of our school vision and values						
BNS school value and vison will become part of the school culture	Display and be proactive in the visibility of our vision and values.	Taryn SLT Our school community	Website 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.	