

# Te Kura o Birchville Strategic Plan



## Our enduring goals

Know our learners - so they can know themselves

Provide learning and social opportunities that are varied and broad

Support all to be successful and able to navigate their own futures

<p><b>Structured Literacy</b> Self explanatory - leading this and supporting teachers with implementation, assessment, and embedding into practice</p>	<p><b>Trauma Informed Teaching</b> Bringing this understanding to the teachers and supporting them through this process</p>	<p><b>Te Whare Tapa o te Ngākau Māori</b> MAC with Kim and incorporating this into our everyday lives</p>	<p><b>Celebrations</b> Whole School events, Assemblies, whānau days, fundraising etc</p>
<p>Driver: Erin Contributors: Teresa, Rachel</p>	<p>Driver: Teresa Contributors: Jarod, Rachel, Robyn</p>	<p>Driver: Davida Contributors: Missey</p>	<p>Driver: Jarod Contributors: Erin, Lauren</p>
<p><b>Structured Maths</b> Enhancing our pedagogical practices for effective Maths teaching and learning</p>	<p><b>Te Ara Whakamana</b> Bringing this kaupapa alive across the staff, then supporting this in the classroom</p>	<p><b>Creative Curriculum</b> Making sure we have coverage and inquiry units happening</p>	<p><b>Communications</b> Transitions, consultation with different people (whānau Māori, the community etc)</p>
<p>Driver: Rachel Contributors: Rachel, Jarod</p>	<p>Driver: Robyn Contributors: Rachel, Jarod</p>	<p>Driver: Jarod Contributors: Teresa, Lauren</p>	<p>Driver: Davida Contributors: Missey (whānau Māori), Teresa (transitioning), Jarod</p>
<p><b>Curriculum Refresh</b> Implementation of this, keeping staff up to date with updates</p>	<p><b>Sustainability Practices</b> Enviroschools, looking after Papatūānuku</p>	<p><b>Tau Mai te Reo</b> Improving Te Reo across the whole kura and everyone who is part of it</p>	<p><b>Showing Progress</b> HERO - posts, making sure posts are on time, inner workings of HERO</p>
<p>Driver: Robyn Contributors: Davida, Rachel</p>	<p>Driver: Rachel Contributors: Jarod, Robyn</p>	<p>Driver: Missey Contributors: Robyn, Davida</p>	<p>Driver: Erin Contributors: Rachel (Maths focus)</p>
<p>Board member: Jess</p>	<p>Board member: Marie</p>	<p>Board member: Jay</p>	<p>Board member: Amit</p>
<p>Presiding member: Kathryn</p>			

- **Driver: one person**  
Responsible and going to step up to lead this kaupapa. Key person, go to person
- **Contributors: small group**  
Put aside time, energy and effort to move the project forward and in what way they will contribute

*At Birchville School we honour Te Tiriti o Waitangi*

## STRATEGIC PRIORITIES

### Structured Literacy

*Ensure that Structured Literacy is robust, successful, and consistent throughout our Kura*



	2024	2025	Measures
Structured Literacy	<p>Consolidate SL across the junior school and implement into senior school with adequate resourcing</p> <p>Formalise and implement Birchville's Scope and Sequence and assessments across all levels of SL</p> <p>Develop standardised levels for achievement that align with our Scope and Sequence and integrated onto Hero</p>	<p>Consolidate and strengthen pedagogies, ensuring consistency of SL across the kura</p> <p>Develop and implement a support programme for students with additional needs.</p> <p>Ensure Birchville's Scope and Sequence, Writing goals, and Reading goals align with new curriculum</p>	<p>Improved achievement rates in Literacy across the school. Target goal 80% of students working at or above the expected level.</p>

### Structured Maths

*Enhancing pedagogical practices for effective Maths teaching and learning*



Structured Maths	<p>Participate in TLF as a whole school initiative</p> <p>Investigate structured maths programs for early years</p> <p>Curriculum refresh on maths - ensuring maths coverage</p>	<p>Monitor progress across whole school with interventions target specific needs and</p> <p>Trial - developing Birchville scope and sequence (local curriculum)</p> <p>Implement New maths</p>	<p>Improved achievement rates in Mathematics across the school Target goal 80% of students working at or above the expected level.</p>
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### Curriculum Refresh

*To unpack and support all staff to implement Curriculum Refresh whilst also helping whānau to understand the changes and adaptations to the present curriculum.*




Curriculum Refresh	<p>Ensure there is a common understanding of the whakapapa of Te Mātaiaho</p> <p>Refine the implementation of Te Ao Tangata and develop practices to ensure coverage</p> <p>Begin to unpack the English and Maths learning areas and Big ideas (understand), Contexts (know) and Practices (do)</p>	<p>Begin to unpack Science, Technology and Arts learning areas</p> <p>Ensure that the English and Maths learning areas are beginning to be implemented</p> <p>Help whanāu to understand the changes in the curriculum, how this is assessed and reported to them</p>	<p>The development of Te Mātaiaho is progressing through the school and is evidenced in planning, implementation, coverage plans and assessment.</p>
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STRATEGIC PRIORITIES	2024	2025	Measures
<p><b>Trauma Informed Teaching</b></p> <p><i>A trauma-sensitive school is one in which all students feel safe, welcomed and supported, and where addressing trauma's impact on learning on a schoolwide basis</i></p> 	<p>Working with staff to unpack how trauma can impact learning and behaviour through termly staff meetings (Not training to teach the trauma, but understanding it) Develop a “compassionate curiosity” sheet with teachers to help with conversations with students</p> <p>School to start lego therapy club - PD required</p> <p>Robyn and Teresa will work through <a href="#">Trauma Sensitive Schools Training guide</a></p>	<p>Work with Chris Bowden on becoming a <a href="#">Trauma Informed School</a></p> <p>Use Lego therapy as a tool to help develop student's resilience and to help support them in becoming active citizens</p> <p>Deliver trauma-sensitive training with the rest of the staff</p>	<p>The development of Birchville School as a trauma-informed kura does not mean that teachers are trained to treat trauma, but rather that they understand the wide-ranging impact that trauma can have on children, their development, their wellbeing, and their ability to succeed and thrive at school through survey data.</p>



<p><b>Te Ara Whakamana</b></p> <p><i>To implement a NZ culturally centred strength based model for well-being and positive behaviour change</i></p> 	<p>For all staff, and community wishing, to attend a 2 day course on unpacking and implementation of the model</p> <p>Classes learn about the duality of the Atua and create visual mana circles</p> <p>Individual Mana circles are developed with selected tamariki to support them with emotional regulation.</p>	<p>Embedding the use of Te Ara Whakamana as a language of communication within our kura</p> <p>Visibility of the processes and components are being incorporated around the school</p>	<p>Tamariki move from being kaiako regulated (via co-regulation) to self regulation. This will be evidenced by their use of language to identify their emotions and how they are able to understand the best way for them to manage these emotions</p>
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<p><b>Sustainability Practices</b></p> <p><i>Teach children to love the world, so that in the future they can become the protectors/kaitiaki of it.</i></p> 	<p>Establish groups that children opt into for a term, each teacher runs a group and focuses on one aspect of the environment.</p> <p>Trial Bush school in the junior school using the bush (Rata Bush), ensuring that RAMS and planning become working documents that reflect our learning.</p> <p>Work with the Enviro-Schools programme to work towards 'Manuka'. Look at growing our sustainable practices within our kura.</p>	<p>Student-led enviro-groups, supported by the teachers.</p> <p>Build and develop the bush school model, extending experiences from the bush back into the classroom programme.</p>	<p>Working towards achieving an Enviro-Schools 'Manuka'.</p>
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**STRATEGIC PRIORITIES**

**Te Whare Tapu o te Ngākau Māori**

*Making sure we have inclusion of Māori Maturanga embedded within our learning programmes*



**2024**

Understand: the concepts and contexts of Te Whare Tapu o te Ngākau Māori

Know: how to plan using the Maturanga within this resource

Do: Include Te Mahere Maturanga into the current Te Ao Māori Nationally recognised events

**2025**

Te Whare Tapu o Ngākau Māori embedded in all planning documentation

Identify other learning opportunities within Te Ao Māori to include as core events/activities to celebrate

**Measures**

Staff will have a greater knowledge of and using Te Whare Tapu o te Ngākau Māori through the inclusion of maturanga Māori in their learning programmes.

**Creative Curriculum**

*Making sure we have coverage of te mātaiaho across all learning areas*



Explore different planning templates used across Aotearoa

Create a yearly & termly planning document which suits Birchville Kura that has links to all curriculum areas

Jarod to develop a rubric to ensure all curriculum areas are given opportunity in planning

Enhance the planning document dependant on feedback and make changes where necessary

Use the rubric that meets the phases of Te Mātaiaho and identify areas that haven't been met

Termly plans cover all curriculum areas, as well as HERO posts show coverage

**Tau Mai te Reo**

*Build an evidence resource bank for Māori language and mātauranga Māori resources*



Unpack the updated document Tau Mai te Reo and make connections to related areas - Te Reo Māori, Te Whare Tapu Ngākau Māori.

Hold staff professional development - sharing knowledge and understanding of resources found

Gather resources to support Māori Language acquisition for both our teachers and students.

Birchville Kura digital resource package created and shared that includes;

- Karakia, Waiata, Te Reo Levels, Te Ao Māori Maturanga - tikanga, Whakapapa

Explore keynote speakers/knowledge holders to take workshops

Continue to refine and increase Te Reo within the learning programme

Increased use of te reo Māori within the Senior School, verbally and visually evident.

Staff confident in using te reo Māori at staff meetings and included in plans.



## STRATEGIC PRIORITIES

### Celebrations and commemorations

*Celebrations provide an opportunity to indulge in non academic activities, to bond with each other, and make Birchville Kura unique.*



**1 LEARNERS AT THE CENTRE**  
Learners with their whānau are at the centre of education

**2 BARRIER FREE ACCESS**  
Great education opportunities and outcomes are within reach for every learner

**2024**

Develop termly whole school fundraising activities that reach wider than just the whānau of Birchville Kura

Create a document that has 'events' across the year and share this with parents - with an emphasis on celebrations vs commemorations

Continue with the development on the celebration of the GEMS across the kura

**2025**

Students to have the opportunity to promote and run events

Students can nominate with reasons other students that show the GEMS, celebrating it in termly assemblies.

**Measures**

Students feel a part of a community, they have a say in how celebrations are run and held at Birchville Kura



### Communications

*Ensuring that all stake-holders have equal and equitable involvement in kura life*



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**3 QUALITY TEACHING AND LEADERSHIP**  
Quality teaching and leadership make the difference for learners and their whānau

Identify the ways in which our parent/caregiver community wishes to be communicated with. Seek feedback around times for engagement that suit our parents/caregivers.

Hold whānau and whānau Māori hui to build stronger relationships and provide information around key knowledge, and understanding.

Refine the entry to school programme, establishing strong and successful transitions

Ensure that communication mediums meet the needs and wants of our whānau.

Regular bi-termly hui for whānau Māori

Continue to refine the transition process

Survey results identify ways in which our parents wish to be engaged with and changes made address this.

Whānau and whānau Māori hui are held termly to build a strong partnership and engagement.

Survey parents to seek feedback around the content knowledge delivered and programme adapted where and when necessary.



### Showing Progress

*Hero is an important tool for sharing learning, school events, progress, and information - having quality whānau engagement is vital*



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**3 QUALITY TEACHING AND LEADERSHIP**  
Quality teaching and leadership make the difference for learners and their whānau

Revisit our "How we do Hero at Birchville School", ensuring a shared and common practice across the kura, including a consistent plan for posts.

Develop standardised levels for achievement for SL, that can be integrated onto Hero.

Unpack and educate whānau on the "ins and outs" of Hero, increase engagement

Consult community on "what else" they would like with Hero

Continue to develop goals that reflect the refreshed curriculum, and the CPM

Develop student accounts so they can share their learning with their whānau (starting in the seniors)

Posts across the kura become more consistent, timely, and have improved engagement from whānau.

# MAHERE TUATAHI 2024



## GROWTH

Whakatauki to go here

**OBJECTIVE 1**

**LEARNERS AT THE CENTRE**

Learners with their whānau are at the centre of education

**OBJECTIVE 2**

**BARRIER FREE ACCESS**

Great education opportunities and outcomes are within reach for every learner

**OBJECTIVE 3**

**QUALITY TEACHING AND LEADERSHIP**

Quality teaching and leadership make the difference for learners and their whānau

**OBJECTIVE 4**

**FUTURE OF LEARNING AND WORK**

Learning that is relevant to the lives of New Zealanders today and throughout their lives

## Links to the National Education & Learning Priorities and Birchville Values

Ako ki te Aroha Aroha ki te ako. Learn to Love. Love to Learn.



Initiative	Actions 2024	<u>Evidence &amp; Reviews</u>	Measures
<p><b>Structured Literacy</b></p> <p><i>Ensure that SL is robust, successful, and consistent throughout our Kura</i></p> <p style="text-align: center;"><b>Erin</b></p>	<p>Consolidate SL across the junior school and implement into senior school with adequate resourcing</p> <hr/> <p>Formalise and implement Birchville's Scope and Sequence and assessments across all levels of SL</p> <hr/> <p>Develop standardised levels for achievement that align with our Scope and Sequence and integrated onto Hero</p>	<p><a href="#">Structured Literacy</a></p>	<p>Improved achievement rates in Literacy across the school. Target goal 80% of students working at or above the expected level.</p>
<p><b>Structured Maths Learning</b></p> <p><i>Enhancing pedagogical practices for effective Maths teaching and learning</i></p> <p style="text-align: center;"><b>Rachel</b></p>	<p>Participate in TLF to explore how to develop a blanced programme in Maths including explicit instruction, rich routines, structured enquiry and develop open exploration</p> <hr/> <p>Investigate structured maths programs for early years which builds a solid foundation in number knowledge to ensure children are ready to explore strategies and problem solve.</p> <hr/> <p>Keep up to date with ministry Curriculum refresh documentation on maths and build a sustainable implementation plan for Birchville School.</p>	<p><a href="#">Structured Maths Learning</a></p>	<p>Improved achievement rates in Mathematics across the school Target goal 80% of students working at or above the expected level.</p>
<p><b>Curriculum Refresh</b></p> <p><i>To unpack and support all staff to implement Curriculum Refresh whilst also helping whānau to understand the changes and adaptations to the present curriculum.</i></p> <p style="text-align: center;"><b>Robyn</b></p>	<p>Ensure there is a common understanding of the whakapapa of Te Mātaiaho</p> <hr/> <p>Refine the implementation of Te Ao Tangagta and develop practices to ensure coverage</p> <hr/> <p>Begin to unpack the English and Maths learning areas and Big ideas (understand), Contexts (know) and Practices (do)</p>	<p><a href="#">Curriculum Refresh</a></p>	<p>The development of Te Mātaiaho is progressing through the school and is evidenced in planning, implementation, coverage plans and assessment.</p>

# MAHERE TUATAHI 2024-2025



## EMPATHY

Whakatauki to go here

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Initiative	Actions 2024	Evidence	Measures/ Success
<p><b>Trauma Informed Teaching</b></p> <p><i>A trauma-sensitive school is one in which all students feel safe, welcomed and supported, and where addressing trauma's impact on learning on a schoolwide basis</i></p> <p><b>Teresa</b></p>	<p>Working with staff to unpack how trauma can impact learning and behaviour through termly staff meetings (Not training to teach the trauma, but understand it) Develop a "compassionate curiosity" sheet with teachers to help with conversations with students</p> <hr/> <p>School to start lego therapy club - PD required</p> <hr/> <p>Robyn and Teresa will work through <a href="#">Trauma Sensitive Schools Training guide</a></p>	<p><a href="#">Trauma Informed Teaching</a></p>	<p>The development of Birchville School as a trauma-informed kura does not mean that teachers are trained to treat trauma, but rather that they understand the wide-ranging impact that trauma can have on children, their development, their wellbeing, and their ability to succeed and thrive at school through survey data.</p>
<p><b>Te Ara Whakamana</b></p> <p><i>To implement a NZ culturally centred strength based model for well-being and positive behaviour change</i></p> <p><b>Robyn</b></p>	<p>For all staff, and community wishing, to attend a 2 day course on unpacking and implementation of the model</p> <hr/> <p>Classes learn about the duality of the Atua and create visual mana circles</p> <hr/> <p>Individual Mana circles are developed with selected tamariki to support them with emotional regulation.</p>	<p><a href="#">Te Ara Whakamana</a></p>	<p>Tamariki move from being kaiako regulated (via co-regulation) to self regulation. This will be evidenced by their use of language to identify their emotions and how they deal with them.</p>
<p><b>Sustainability Practices</b></p> <p><i>Teach children to love the world, so that in the future they can become the protectors/kaitiaki of it.</i></p> <p><b>Rachel</b></p>	<p>Establish groups that children opt into for a term, each teacher runs a group and focuses on one aspect of the environment.</p> <hr/> <p>Trial Bush school in the junior school using the bush (Rata Bush), ensuring that RAMS and planning become working documents that reflect our learning.</p> <hr/> <p>Work with the Enviro-Schools programme to work towards 'Manuka'. Look at growing our sustainable practices within our kura.</p>	<p><a href="#">Sustainability Practices</a></p>	<p>Working towards achieving an Enviro-Schools 'Manuka'.</p>

# MAHERE TUATAHI 2024-2025



## MANA

Whakatauki to go here

**OBJECTIVE 1**

**LEARNERS AT THE CENTRE**

Learners with their whānau at the centre of education

**OBJECTIVE 2**

**BARRIER FREE ACCESS**

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**OBJECTIVE 3**

**QUALITY TEACHING AND LEADERSHIP**

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## Links to the National Education & Learning Priorities and Birchville Values



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Initiative	Actions 2024	Evidence	Measures
<p><b><u>Te Whare Tapu o te Ngākau Māori</u></b></p> <p><i>Making sure we have inclusion of Māori Matauranga embedded within our learning programmes</i></p> <p><b>Dauida</b></p>	<p>Understand: the concepts and contexts of Te Whare Tapu o te Ngākau Māori</p> <hr/> <p>Know: how to plan using the Matauranga within this resource</p> <hr/> <p>Do: Include Te Mahere Matauranga into the current Te Ao Māori Nationally recognised events</p>	<p><a href="#"><u>Te Whare Tapu o te Ngākau Māori</u></a></p>	<p>Staff will have a greater knowledge of and using Te Whare Tapu o te Ngākau Māori through the inclusion of matauranga Māori in their learning programmes.</p>
<p><b><u>Creative Curriculum</u></b></p> <p><i>Making sure we have coverage of te mātaiaho across all learning areas</i></p> <p><b>Jarod</b></p>	<p>Explore different planning templates used across Aotearoa</p> <hr/> <p>Create a yearly &amp; termly planning document which suits Birchville Kura that has links to all curriculum areas</p> <hr/> <p>Jarod to develop a rubric to ensure all curriculum areas are given opportunity in planning</p>	<p><a href="#"><u>Creative Curriculum</u></a></p>	<p>Termly plans cover all curriculum areas, as well as HERO posts show coverage</p>
<p><b><u>Tau Mai te Reo</u></b></p> <p><i>Build an evidence resource bank for Māori language and mātauranga Māori resources</i></p> <p><b>Missey</b></p>	<p>Unpack the updated document Tau Mai te Reo and make connections to related areas - Te Reo Māori, Te Whare Tapu Ngākau Māori.</p> <hr/> <p>Hold staff professional development - sharing knowledge and understanding of resources found</p> <hr/> <p>Gather resources to support Māori Language acquisition for both our teachers and students.</p>	<p><a href="#"><u>Tau Mai te Reo</u></a></p>	<p>Increased use of te reo Māori within the Senior School, verbally and visually evident. Staff confident in using te reo Māori at staff meetings and included in plans.</p> <p><b>Hour measure 7+</b></p>



# MAHERE TUATAHI 2024-2025



## SELF-BELIEF

Whakatauki to go here

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## Links to the National Education & Learning Priorities and Birchville Values

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Initiative	Actions 2024	Evidence	Measures
<p><b><u>Celebrations and commemorations</u></b></p> <p><i>Celebrations provide an opportunity to indulge in non academic activities, to bond with each other, and make Birchville Kura unique.</i></p> <p><b>Jarod</b></p>	<p>Develop termly whole school fundraising activities that reach wider than just the whānau of Birchville Kura</p> <hr/> <p>Create a document that has 'events' across the year and share this with parents - with an emphasis on celebrations vs commemorations</p> <hr/> <p>Continue with the development on the celebration of the GEMS across the kura</p>	<p><a href="#"><u>Celebrations and commemorations</u></a></p>	<p>Students feel a part of a community, they have a say in how celebrations are run and held at Birchville Kura</p>
<p><b><u>Communications</u></b></p> <p><i>Ensuring that all stake-holders have equal and equitable involvement in kura life</i></p> <p><b>Davida</b></p>	<p>Identify the ways in which our parent/caregiver community wishes to be communicated with. Seek feedback around times for engagement that suit our parents/caregivers.</p> <hr/> <p>Hold whānau and whānau Māori hui to build stronger relationships and provide information around key knowledge, and understanding.</p> <hr/> <p>Refine the entry to school programme, establishing strong and successful transitions</p>	<p><a href="#"><u>Communications</u></a></p>	<p>Survey results identify ways in which our parents wish to be engaged with and changes made address this.</p> <p>Whānau and whānau Māori hui are held termly to build a strong partnership and engagement.</p> <p>Survey parents to seek feedback around the content knowledge delivered and programme adapted where and when necessary.</p>
<p><b><u>Showing Progress</u></b></p> <p><i>Hero is an important tool for sharing learning, school events, progress, and information - having quality whānau engagement is vital</i></p> <p><b>Erin</b></p>	<p>Revisit our "How we do Hero at Birchville School", ensuring a shared and common practice across the kura, including a consistent plan for posts.</p> <hr/> <p>Develop standardised levels for achievement for SL, that can be integrated onto Hero.</p> <hr/> <p>Unpack and educate whānau on the "ins and outs" of Hero, increase engagement</p>	<p><a href="#"><u>Showing Progress</u></a></p>	<p>Posts across the kura become more consistent, timely, and have improved engagement from whānau.</p> <p><b>Graphs on Hero</b></p>