

# Te Kura o Birchville Strategic Direction 2025

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







## 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>English</b></p> <p>Implement the new English curriculum and continue to implement and strengthen the SL approach consistently across the whole school</p>	<p><b>Child Wellbeing</b> At the heart of all we do.</p> <p>Bringing understanding to the teachers around different mental disorders, trauma in children and neurodiversity. Understanding how your teaching practice can best support these learners.</p>	<p><b>Kaupapa Māori</b> Te Reo me ona Tikanga</p> <p>Continue to embrace and embed Te Reo across the kura.</p> <p>Incorporate and develop a Te Ao Māori world view.</p>	<p><b>Communications</b></p> <p>Use HERO to effectively show progress in all aspects of learning and to improve engagement with whānau with their child's learning.</p>
<p>Driver: Amanda Contributors: Deb and Erin</p>	<p>Driver: Anna Contributors: Jarod and Robyn</p>	<p>Driver: Missey Contributors: Deb and Jarod</p>	<p>Driver: Jarod Contributors: Missey, Rachel (kindy), Erin (int.)</p>
<p><b>Maths</b></p> <p>Enhancing our pedagogical practices for effective Maths teaching and learning</p>	<p><b>Tiaki Papatūānuku</b></p> <p>Being a kaitiaki of our environment and living the Enviroschools values at Birchville School.</p>	<p><b>Creative Curriculum</b></p> <p>Making sure we have coverage of the whole curriculum and inquiry units happening</p>	<p><b>Showing Progress</b></p> <p>Hero is an important tool for sharing learning, school events, progress, and information - having quality whānau engagement is vital</p>
<p>Driver: Rachel Contributors: Anna and Robyn</p>	<p>Driver: Robyn Contributors: Anna and Rachel</p>	<p>Driver: Robyn Contributors: Deb, Amanda, Ingrid</p>	<p>Driver: Erin Contributors: Amanda, Sally, and Jarod</p>
<p><b>Celebrations</b></p> <p>Celebrations provide an opportunity to indulge in non academic activities, to bond with each other, and make Birchville Kura unique.</p>			
<p>Driver: Jarod    Contributors: Missey, Erin, and Ingrid</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>			

*At Birchville School we honour Te Tiriti o Waitangi*



STRATEGIC PRIORITIES	2024	2025	Measures
<b>English</b>  <i>Implement the new English Curriculum and continue to implement and strengthen the SL approach consistently across the whole school</i>  <b>Amanda</b>  <b>Prioritising Progress and Achievement</b>	<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>Become familiar with the new Reading, Writing and Oral Language indicators and implement them across the school.</p>	<p>Improved achievement rates in Literacy across the school. Target goal 80% of students working at or above the expected level of reading.</p> <p>Target goal 75% of students working at or above the expected level of writing.</p> <p>Historical information is used to inform and update the new HERO curriculum indicators.</p>



STRATEGIC PRIORITIES	2024	2025	Measures
<b>Maths</b>  <i>Enhancing pedagogical practices for effective Maths teaching and learning</i>  <b>Rachel</b>  <b>Prioritising Progress and Achievement</b>	<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 the whole school with interventions targeted for children not meeting the curriculum goals for their year level.</p> <p>Become familiar with the new Oxford Maths programme and use this in conjunction with current practises (TLF Maths), ensuring a balanced, interactive Maths programme in each classroom.</p> <p>Implementing the new maths curriculum using the new HERO goals and assessments required by the MoE.</p>	<p>Improved achievement rates in Mathematics across the school Target goal 75% of students working at or above the expected level.</p> <p>Historical information is used to inform and update the new HERO curriculum indicators.</p>



## STRATEGIC PRIORITIES

### Child Wellbeing

*At the heart of everything we do.*

*Bringing understanding to the teachers around different mental disorders, trauma in children and neurodiversity. Understanding how your teaching practice can best support these learners.*

**Anna**

### Prioritising Attendance

## 2024

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

School to start lego therapy club - PD required

Robyn and Teresa will work through [Trauma Sensitive Schools Training guide](#)

## 2025

PD on mental disorders in children and neurodiverse learners.

Use a variety of play therapy as tools to help develop student's resilience and to help support them in becoming active citizens

Deliver child mental health training to the rest of the staff.

## Measures

The mana wheel is visible in all classes and children are able to articulate their feelings related to the Atua.

A variety of tools are used and visible in classrooms to build resilience and self belief across the school.

All staff are engaging in training and have an understanding of the impact of trauma on children's development, wellbeing, and learning.

## STRATEGIC PRIORITIES

### Tiaki Papatūānuku

*Being a kaitiaki of our environment and living the EnviroSchools values at Birchville School.*

**Robyn**

### Prioritising Attendance

## 2024

Establish groups that children opt into for a term, each teacher runs a group and focuses on one aspect of the environment.

Trial Bush school in the junior school using the bush (Rata Bush), ensuring that RAMS and planning become working documents that reflect our learning.

Work with the Enviro-Schools programme to work towards 'Manuka'. Look at growing our sustainable practices within our kura.

## 2025

Build and develop the bush school model, extending experiences from the bush back into the classroom programme in T4.

Support Classes to take on a garden area to be kaitiaki of.

Create a group of community members to support with the school environment

## Measures

Term 4 science curriculum units will contain elements of bush school learning.

All classes have an area of the school they are responsible for and can discuss what they have done to be kaitiaki of Birchville School

Whanau are actively participating in school green projects

Working towards achieving an Enviro-Schools 'Manuka'.

## STRATEGIC PRIORITIES

### Kaupapa Māori

*Te reo me ona Tikanga.*

*Continue to embrace and embed Te Reo across the kura  
Incorporate and develop a Te Ao Māori world view*

**Missey**

**Prioritising Attendance and honouring Te tiriti**

## 2024

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

Know: how to plan using the Mātauranga within this resource

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

## 2025

Support staff in their Reo journey

Re-introduce Mātauranga Māori and incorporate Te Ara Whakamana into the Mātauranga Māori Framework

## Measures

Staff have assessed themselves against our Mātauranga Māori planner and identified the next steps in their learning.

Staff will have an understanding of the Mātauranga Māori Framework and have included this in their learning programmes

## STRATEGIC PRIORITIES

### Creative Curriculum

*Making sure we have coverage of the whole curriculum and inquiry units happening*

**Robyn**

**Prioritising Attendance**

## 2024

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

## 2025

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

Work with staff to develop what effective teaching looks like at Birchville School

Birchville GEMS (Growth, Empathy, Mana, and Self-belief) are at the heart of the school culture. Ensuring these values align with professional teaching standards requires intentional teaching practices, strong relationships, and a commitment to continuous improvement

## Measures

Teachers will self-assess themselves against the co-constructed rubric of Effective teaching and learning at Birchville School (that includes the breadth and depth of the NZ Curriculum).

## STRATEGIC PRIORITIES

### Communications

*Using HERO to effectively show progress in all aspects of learning and to improve engagement with whānau with their child's learning*

**Jarod**

**Prioritising Progress and Achievement**

**Prioritising Attendance**

## 2024

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

## 2025

Regular hui for whānau

Continue to refine the transition process though integration of Te Ara Whakamana Mana wheels shared with whānau and forwarding schools.

## Measures

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

Parent feedback on key elements of the Strategic Plan.

## STRATEGIC PRIORITIES

### Showing Progress

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

**Erin**

**Prioritising Progress and Achievement**

## 2024

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

## 2025

Consult the community on "what else" they would like with Hero, and work to implement ideas gained from feedback.

Teachers to undertake PD to support using and understanding assessments in order to enhance their teaching and student achievement levels.

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

## Measures

Every child has 3 tagged learning goal posts, as well as a Te Ao Māori learning post through HERO that parents can access.

Teachers are able to identify ways in which assessments and programmes have impacted their students' achievement levels.

## 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.*

**Jarod**

**Prioritising Attendance**

## 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

Senior students have the opportunity to promote and run events

Students can nominate for reasons other students showing 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



# MAHERE TUATAHI 2025

(annual implementation plan)

## GROWTH

Ko te manu e kāi ana i te mīro nōn a te ngahere  
Ko te manu e kāi ana i te mātauranga nōnā te ao  
*The bird that consumes the miro berry owns the forest,  
The bird that consumes knowledge owns the world*

## 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 2025	Evidence & Reviews	Measures
<b>English</b> <i>Implement the new English curriculum and continue to implement and strengthen the SL approach consistently across the whole school</i> <b>Amanda</b> <b>Prioritising Progress and Achievement</b>	<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>Become familiar with the new Reading, Writing and Oral Language indicators and implement them across the school.</p>	<u><b>Structured Literacy</b></u>	<p>Improved achievement rates in Literacy across the school. Target goal 80% of students working at or above the expected level of reading.</p> <p>Target goal 75% of students working at or above the expected level of writing.</p> <p>Historical information is used to inform and update the new HERO curriculum indicators.</p>
<b>Maths</b> <i>Enhancing pedagogical practices for effective Maths teaching and learning</i> <b>Rachel</b> <b>Prioritising Progress and Achievement</b>	<p>Monitor progress across the whole school with interventions targeted for children not meeting the curriculum goals for their year level.</p> <p>Become familiar with the new Oxford Maths programme and use this in conjunction with current practises (TLF Maths), ensuring a balanced, interactive Maths programme in each classroom.</p> <p>Implementing the new maths curriculum using the new HERO goals and assessments required by the MoE.</p>	<u><b>Structured Maths Learning</b></u>	<p>Improved achievement rates in Mathematics across the school Target goal 75% of students working at or above the expected level.</p> <p>Historical information is used to inform and update the new HERO curriculum indicators.</p>

# MAHERE TUATAHI 2025

(annual implementation plan)

## EMPATHY

Ka whāngaia, ka tupu, ka puāwai.  
That which is nurtured will grow and blossom.

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

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Initiative	Actions 2025	Evidence	Measures/ Success
<b><u>Child Wellbeing</u></b>  <i>Bringing understanding to the teachers around different mental disorders, trauma in children and neurodiversity. Understanding how your teaching practice can best support these learners.</i>  <b>Anna</b>  <b>Prioritising Attendance</b>	<p>PD on mental disorders in children and neurodiverse learners.</p> <p>Use a variety of play therapy as tools to help develop student's resilience and to help support them in becoming active citizens</p> <p>Deliver child mental health training to the rest of the staff.</p>	<b><u>Trauma Informed Teaching</u></b>	<p>The mana wheel is visible in all classes and children are able to articulate their feelings in relation to the Atua.</p> <p>A variety of tools are used and visible in classrooms to build resilience and self belief across the school.</p> <p>All staff are engaging in training and have an understanding of the impact of trauma on children's development, wellbeing, and learning.</p>
<b><u>Tiaki Papatūānuku</u></b>  <i>Being a kaitiaki of our environment and living the EnviroSchools values at Birchville School.</i>  <b>Robyn</b>  <b>Prioritising Attendance</b> <b>Honouring Te Tiriti</b>	<p>Build and develop the bush school model, extending experiences from the bush back into the classroom programme in T4.</p> <p>Support Classes to take on a garden area to be kaitiaki of.</p> <p>Create a group of community members to support with the school environment</p>	<b><u>Sustainability Practices</u></b>	<p>Term 4 science curriculum units will contain elements of bush school learning.</p> <p>All classes have an area of the school they are responsible for and can discuss what they have done to be kaitiaki of Birchville School</p> <p>Whanau are actively participating in school green projects</p> <p>Working towards achieving an Enviro-Schools 'Manuka'.</p>

# MAHERE TUATAHI 2025

(annual implementation plan)

## MANA

Whāia te mātauranga hei oranga mō koutou.

Seek after learning for the sake of your wellbeing

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

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Initiative	Actions 2025	Evidence	Measures
<b><u>Kaupapa Māori</u></b> <i>Te Reo me ona Tikanga</i> <i>Continue to embrace and embed Te Reo across the kura.</i> <i>Incorporate and develop a Te Ao Māori world view.</i> <b>Missey</b> <i>Honouring Te Tiriti</i>	Support staff in their Reo journey  Re-introduce Mātauranga Māori and incorporate Te Ara Whakamana into the Mātauranga Māori Framework	<a href="#"><u>Kaupapa Māori</u></a>	Staff have assessed themselves against our Mātauranga Māori planner and identified the next steps in their learning.  Staff will have an understanding of the Mātauranga Māori Framework and have included this in their learning programmes
<b><u>Creative Curriculum</u></b> <i>Making sure we have coverage of the whole curriculum and inquiry units happening</i> <b>Robyn</b> <i>Prioritising Attendance</i>	Termly plans cover all curriculum areas, as well as HERO posts show coverage  Work with staff to develop what effective teaching looks like at Birchville School  Birchville GEMS (Growth, Empathy, Mana, and Self-belief) are at the heart of the school culture. Ensuring these values align with professional teaching standards requires intentional teaching practices, strong relationships, and a commitment to continuous improvement	<a href="#"><u>Creative Curriculum</u></a>	Teachers will self-assess themselves against the co-constructed rubric of Effective teaching and learning at Birchville School (that includes the breadth and depth of the NZ Curriculum).



# MAHERE TUATAHI 2025

(annual implementation plan)

## SELF-BELIEF

Tukua kia tū takitahi ngā whetū o te rangi

Let each star in the sky shine its own light

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

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Initiative	Actions 2025	Evidence	Measures
<b><u>Communications</u></b> <i>Use HERO to effectively show progress in all aspects of learning and to improve engagement with whānau with their child's learning.</i> <b>Jarod</b> <b>Prioritising Progress and Achievement</b>	<p>Regular hui for whānau</p> <p>Continue to refine the transition process through integration of Te Ara Whakamana Mana wheels shared with whānau and forwarding schools.</p>	<p><b><u>Communications</u></b></p>	<p>Whānau hui is held termly to build a strong partnership and engagement.</p> <p>Parent feedback on key elements of the Strategic Plan.</p>
<b><u>Showing Progress</u></b> <i>Hero is an important tool for sharing learning, school events, progress, and information - having quality whānau engagement is vital</i> <b>Erin</b> <b>Prioritising Progress and Achievement</b>	<p>Consult the community on "what else" they would like with Hero, and work to implement ideas gained from feedback.</p> <p>Teachers to undertake PD to support using and understanding assessments in order to enhance their teaching and student achievement levels.</p> <p>Develop student accounts so they can share their learning with their whānau (starting in the seniors).</p>	<p><b><u>Showing Progress</u></b></p>	<p>Every child has 3 tagged learning goal posts, as well as a Te Āo Māori learning post through HERO that parents can access.</p> <p>Teachers are able to identify ways in which assessments and programmes have impacted their students' achievement levels.</p>
<b><u>Celebrations and commemorations</u></b> <i>Celebrations provide an opportunity to indulge in non academic activities, to bond with each other, and make Birchville Kura unique.</i> <b>Jarod</b> <b>Prioritising Attendance</b>	<p>Senior students have the opportunity to promote and run events</p> <p>Students can nominate for reasons other students showing the GEMS, celebrating it in termly assemblies.</p>	<p><b><u>Celebrations and commemorations</u></b></p>	<p>Students feel a part of a community, they have a say in how celebrations are run and held at Birchville Kura</p>