

# Birkenhead Primary School Annual Plan 2025

## 1. Quality Teaching and Learning.

*We will deliver quality learning and teaching for all ākonga to enable all students to experience success.*

### What specific analysed evidence is driving this?

- The AFL framework has been identified through inquiry and research as a high-impact approach to strengthen teacher practice and learner outcomes.
- Student voice and Teacher reflections identify that high-leverage practices are inconsistently used across the school. Assessment for learning (AFL) provides a framework to grow capacity in these.
- Universal Design for Learning (UDL) principles are not yet systematically applied in planning and practice. Internal review and learning support data highlight that students with diverse needs—including neurodiverse learners, English language learners, and those requiring additional support—do not always experience equitable access to learning.
- School-wide achievement data in writing indicates a need for targeted improvement in Phase 2 (Years 4–6), with a specific focus on accelerating progress for those below or well below curriculum expectations.

### What would indicate success of this strategic goal: (measuring progress and success)

- *Assessment for learning practices are evident in planning and observation.*
- *Teachers use formative data to adjust instruction and personalise learning.*
- *Teachers adapt planning and pedagogy to reflect culturally responsive and inclusive practices.*
- *Engagement and achievement improve for identified priority learners.*
- *Differentiation, scaffolding, and UDL (Universal Design for Learning) principles are evident in classroom environments.*
- *Targeted interventions, teacher inquiries, and data tracking focus on improving writing outcomes.*
- *Baseline and progress data clearly show accelerated shifts in writing performance.*

| Intentions  | Outcomes  | Actions  |
|---|---|--|
| <p><b>1.1</b><br/>Provide guidance and support to grow teacher capability in using Assessment for Learning approaches</p> | <p>Teachers will use a range of AFL approaches in their teaching practice.</p>  | <p>1.1.1<br/>Literacy Curriculum leads to develop a sequenced action plan in conjunction with SLT to drive staff professional growth in the use of the following AFL approaches:</p> <ul style="list-style-type: none"> <li>● Modelling</li> <li>● Learning Intentions and Success Criteria</li> <li>● Feed Up, Feedback and Feed-Forward</li> <li>● Dialogic teaching</li> </ul> <p>Evaluate impact of actions taken.</p> <hr/> <p>1.1.2<br/>Maths Curriculum leads to develop a sequenced action plan in conjunction with SLT to drive staff professional growth in the use of the following AFL approaches:</p> <ul style="list-style-type: none"> <li>● Modelling</li> <li>● Learning Intentions and Success Criteria</li> <li>● Feed Up, Feedback and Feed-Forward</li> <li>● Dialogic teaching</li> </ul> <p>Evaluate impact of actions taken.</p> |
| <p><b>1.2</b><br/>Use teaching and learning strategies that are inclusive and promote success for all learners.</p>       | <p>Staff will use a range of approaches and strategies that cater for diverse students and enable them to remain regulated and engaged in learning.</p> | <p>1.2.1<br/>Assess the extent of Universal Design for Learning (UDL) approaches currently in use across the school, and build on successful strategies and practices across the school.</p> <hr/> <p>1.2.2<br/>Continue to enhance our ELL program to support students who have English as an additional language across the school.</p> <hr/> <p>1.2.3<br/>Support staff to cater for an identified target group of students who need extension and enrichment in their learning.</p>  |
| <p><b>1.3</b><br/>Lift achievement in writing by 10% in our Phase 2 (Yrs 4-6) ākongā.</p>                                 | <p>Writing achievement levels will increase by 10% for students in Phase 2, tracked and supported by standardised assessment.</p>                       | <p>1.3.1<br/>Leverage iDeal approaches and PLD to raise writing achievement in a group of target phase 2 students who are at risk of being just below the expected standard(s).</p> <hr/> <p>1.3.2<br/>Implement AFL practices (refer to 1.1.2) to support growth in writing achievement in phase 2 ākongā.</p> <hr/> <p>1.3.3<br/>Implement standardised use of e-asTTle writing assessments for years 3-6 to monitor growth in writing achievement.</p>  |

## 2. Curriculum and Assessment Implementation

*We will embed the newly refreshed curriculum, structured teaching approaches and assessment practices to ensure we have current, clear and rigorous student data to inform teaching and learning.*

### What specific analysed evidence is driving this?

- *Mandated implementation of the refreshed Maths and English Curricula.*
- *Compulsory standardised assessment from Year 3 onwards, providing longitudinal data sets that highlight areas of strength and need.*
- *Analysis of whole-school and cohort-level data indicating variability in curriculum delivery and achievement in literacy and numeracy.*
- *Feedback from staff indicating a need for greater clarity and consistency in planning, scope, and sequence.*

### What would indicate success of this strategic goal: (measuring progress and success)

- *The refreshed English and Mathematics Curricula are evident in planning, teaching and learning across the school.*
- *Consistent and high-quality unit and lesson planning aligned to curriculum outcomes.*
- *Improved student achievement data in literacy and numeracy, particularly in areas previously identified as underperforming.*
- *Moderation processes demonstrate increased consistency and accuracy in teacher judgment.*
- *Assessment data is systematically used to inform targeted teaching and differentiate learning.*
- *Staff demonstrate increased confidence and capability in implementing the refreshed curricula, as evidenced through observations, feedback, and professional learning evaluations.*

| Intentions   | Outcomes  | Actions  |
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| <b>2.1</b><br>Implement the refreshed English curriculum across the school | The refreshed English learning area of Te Mātaiaho will be evident in short and long term planning, and enacted through all Literacy programs at BPS. | 2.1.1<br>Provide professional support to Literacy Curriculum Leads to upskill in regards to the refreshed English Curriculum, so they can support and upskill our staff. |
|  |   | 2.1.2<br>Ensure the refreshed English Curriculum is evident in planning and teaching across the school.  |

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|   |   | <p>2.1.3<br/>Effectively monitor the implementation of the refreshed English Curriculum, with a focus on sharing strategies and approaches that are working well across the school.</p> |
| <p><b>2.2</b><br/>Implement the refreshed Mathematics curriculum across the school</p>  | <p>The refreshed Mathematics learning area of Te Mātaiaho will be evident in short and long term planning, and enacted through all Maths programs at BPS.</p>   | <p>2.2.1<br/>Provide professional support to Maths Curriculum Leads to upskill in regards to the refreshed Maths Curriculum, so they can support and upskill our staff.</p>             |
|   |   | <p>2.2.2<br/>Ensure the refreshed Maths Curriculum is evident in planning and teaching across the school.</p>   |
|   |   | <p>2.2.3<br/>Effectively monitor the implementation of the refreshed Maths Curriculum, with a focus on sharing strategies and approaches that are working well across the school.</p>   |
| <p><b>2.3</b><br/>Provide professional development to support and embed structured approaches to literacy and mathematics across the school</p>                         | <p>Structured Literacy approaches and programs will be embedded, and revised Mathematics approaches and programs will be implemented across the school. These will be supported at home as parents and whānau are familiar with these approaches.</p> | <p>2.3.1<br/>Embed structured literacy approaches across the school.</p>  |
|   |   | <p>2.3.2<br/>Implement revised mathematical approaches across the school.</p>   |
|   |   | <p>2.3.3<br/>Initiate a community targeted education program into literacy and maths approaches.</p>  |
| <p><b>2.4</b><br/>Implement assessment systems and processes to ensure ākongā data is current, clear, rigorous and used to inform teaching, learning and reporting.</p> | <p>Rigorous standardised student data is collected at regular intervals throughout each year in English and Mathematics, and when combined with formative data, informs teaching and learning.</p>  | <p>2.4.1<br/>Support teachers to use formative and summative assessment data to inform planning and teaching.</p>   |
|   |   | <p>2.4.2<br/>Develop literacy and maths goals to assist teachers in tracking student progress in alignment with the revised English and Maths curricula.</p>                            |
|   |   | <p>2.4.3<br/>Implement a schoolwide assessment schedule to allow regular standardised assessment data to be collected and analysed.</p>   |

### 3. Engagement

*We will provide an environment that fosters authentic engagement for ākonga and our learning community.*

#### What specific analysed evidence is driving this?

- Attendance data on the whole is of a suitable standard, but still showing persistent absenteeism and frequent lateness among identified students.
- Whanau hui feedback requesting stronger, more reciprocal relationships between school, whānau, and iwi.
- Our vision statement being community focussed “Growing active learners who make a positive difference”

#### What would indicate success of this strategic goal: (measuring progress and success)

- *Target student attendance rates improve, and incidents of lateness decrease over time.*
- *Increased levels of student participation in classroom learning, co-curricular activities, and leadership opportunities.*
- *Stronger connections between school, whānau, iwi and the wider community, as seen through regular engagement, attendance at school events, and collaborative initiatives.*
- *Student wellbeing and engagement survey results show growth in areas such as sense of belonging, motivation, and connection to school.*
- *Staff report improved relationships with ākonga and whānau, supported by ongoing professional development in culturally sustaining practices.*
- *Learning environments reflect and celebrate the identities, languages, and cultures of all learners, particularly Māori and Pasifika ākonga.*

| Intentions   | Outcomes   | Actions   |
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| <b>3.1</b><br>Provide a variety of opportunities for whānau and the wider community (including local Iwi), to make a positive difference for our learners. | Engagement with community and local iwi, providing connection and knowledge for our learners to our community, environment, and history of Birkenhead and the wider community. | 3.1.1<br>Build reciprocal relationships with local iwi to benefit the development of our ākonga.  |
|  |  | 3.1.2<br>Continue to build engagement and consultation with a range of cultural community groups to benefit the development of our ākonga.            |
|  |  | 3.1.3<br>Implement community focussed learning experiences so that our ākonga have the opportunity to positively contribute to our local communities. |

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|  |   | 3.1.4<br>Engage with whānau to support programs and initiatives that build holistic learners that make a positive difference.                                       |
| <b>3.2</b><br>Implement Te Ao Maori and Te Reo Maori integration in our kura, utilising the BPS Te Reo Maori progressions.     | Understanding and use of Tikanga and Te Reo by our ākonga across the school.  | 3.2.1<br>Build consistent teaching and learning practices to support Te Ao Maori and Te Reo Maori integration across all curriculum areas and spaces in our school. |
|  |   | 3.2.2<br>Embed learning progressions for Te Ao Maori and Te Reo Maori across the school.  |
| <b>3.3</b><br>Develop and support responsible and appropriate use of learning with digital technologies at school and at home. | Ākonga have an understanding of responsibility, and keeping themselves safe when using digital tools.   | 3.3.1<br>Implement consistent user agreements and policy documents across the school  |
|  |   | 3.3.2<br>Support whānau to understand how learning through digital technologies impacts teaching and learning   |
| <b>3.4</b><br>In partnership with whānau continue to utilise a variety of strategies to lift ākonga attendance.                | Consistent attendance of student, in line with 80% of our students attending school for at least 90% of the year. Greater attendance leading to better educational outcomes for our ākonga. | 3.4.1<br>Engage and support the target whānau to lift attendance.   |
|  |   | 3.4.2<br>Promote on-time attendance across the school to reduce lateness and raise attendance consistency.  |

## 4. Environment

*We will provide a safe, inclusive and supportive environment for all.*

### What specific analysed evidence is driving this?

- Staff appraisal data and professional growth cycles indicate a need for more distributed leadership opportunities.
- Limited leadership pathways are currently available for ākonga outside of traditional roles (e.g., Whanau leaders, student council).
- Ongoing assessment of property condition to highlight areas of attention and long-term planning and improvement.
- Internal audits and regular review of H&S protocols.

### What would indicate success of this strategic goal: (measuring progress and success)

- Increased number of staff and ākonga in leadership roles across a range of initiatives.
- Positive feedback from students and staff about their opportunities to contribute to school direction and culture.
- A clear, whole-school wellbeing framework is implemented and consistently applied.
- Reduced number of stress-related incidents and pastoral referrals over time.
- Health and safety reviews are scheduled, conducted, and followed up with action. Reduction in preventable accidents or incidents.
- Staff and ākonga demonstrate understanding of safety expectations and procedures. Emergency drills, risk assessments, and behaviour protocols are regularly reviewed and refined.
- Maintenance issues are logged, tracked, and resolved efficiently.
- Classrooms and shared spaces are safe, clean, accessible, and conducive to wellbeing and learning.

| Intentions  | Outcomes  | Actions   |
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| <p><b>4.1</b><br/>Grow our leadership capability across the school, for both staff and ākonga, to provide more development opportunities.</p> | <p>Staff leadership capacity is enhanced to enable personal and professional growth and assist in career pathway development. Student leadership capacity is increased to support all ākonga.</p> | <p>4.1.1<br/>Grow staff leadership capacity by developing systems and opportunities for continued professional development and leadership learning.</p> |

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|   |   | 4.1.2<br>Develop student leadership opportunities, roles and responsibilities across the school.   |
| <b>4.2</b><br>Embed a systems approach to student and staff well-being and mental health education                                      | Student well-being and mental health is a priority and evident in student behaviours and responses to challenging situations.<br><br>Staff will feel supported in their well-being and mental health. | 4.2.1<br>Reflect and review MITEY practices across the school, including in staff induction processes.   |
|   |   | 4.2.2<br>Continue to grow opportunities to promote student and staff wellbeing, positivity, and celebrating success, general and personal achievements and milestones. |
| <b>4.3</b><br>Health and safety protocols are in place and are reflected upon to ensure a safe environment is provided for all.         | Our environment will be safe for all users at all times.  | 4.4.1<br>Implement a system to regularly review health and safety throughout the school.   |
| <b>4.4</b><br>Maintenance of buildings and structures is responsive and scheduled, following best practices and professional standards. | Our buildings and structures will be well maintained, with any remedial works undertaken in a timely and professional manner.   | 4.5.1<br>Ensure building maintenance, cyclical maintenance and works around the school are completed in a timely manner.   |