

School Name:	Birkenhead School	School Number:	1231
---------------------	-------------------	-----------------------	------

Strategic Aim:



Strategic Plan 2024-2025

In order to **grow active learners who make a positive difference** we will...
Whāia te mātauranga hei orange mā koutou, mō te iwi, mō te ao...



Provide quality teaching and learning for all ākonga, across all levels of our school

Identify effective assessment for learning strategies to increase learner agency across all levels.

Upskill all teachers and teacher aides in effective pedagogy and practice.

Use Universal Design for Learning (UDL) strategies to ensure learning is fully inclusive and promotes success for all learners.




Honour our responsibility to Te Tiriti o Waitangi and embrace our multicultural community

Enact Te Tiriti o Waitangi in our teaching, learning, systems, and protocols.

Build reciprocal relationships with local Iwi representatives.

Engage our diverse learning community.



Provide an environment that fosters the wellbeing of staff, ākonga and our learning community

Upskill our teachers and teacher aides in mental health and wellbeing education.

Provide a safe, inclusive and stimulating physical environment for all.

B

Building connections.
Mahi Tahī.
Contributing & Collaborative.

P

Persevere to be the best we can be.
Kia Manawanui, Kia Manawaroa.
Resilient & Inquiring.

S

Show respect in all we do.
Manaakitanga.
Integrity, inclusive & kind.

Targets: [Go to the Targets and Outcomes Table below](#)

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>General</p> <ul style="list-style-type: none"> ● Clear tracking of students who were not achieving or at risk of not achieving end-of-year expectations. ● Focus conversations within the team and hub to discuss progress and ways to support further. ● Regular dialogue within TL and SLT meetings regarding students and trends. ● Additional whānau meetings to discuss progress, the support provided and how to help at home for those who were not achieving or were at risk of not achieving. <p>Reading</p> <ul style="list-style-type: none"> ● Aligned our reading assessment throughout the school from Level 17 and above to use Running Records to ensure consistency. ● Use of e-asTTle Reading in Year 4-6 beginning and end of year to triangulate data. 	<p>General</p> <ul style="list-style-type: none"> ● Shared responsibility across the school for those who were not achieving or at risk of not achieving - hub teachers, team and SLT developed a greater understanding of the student's needs. ● SLT had a greater understanding of the trends and were able to provide targeted support through additional TA support or learning programmes. ● Whānau were provided with greater detail on their child's learning and how they can support and the support provided in school. <p>Reading</p> <ul style="list-style-type: none"> ● A whole school shared understanding and a consistent approach to making OTJs regarding reading for those Level 17 plus. ● Developed a shared understanding of how structured literacy benefits all learners. 	<p>Reading</p> <ul style="list-style-type: none"> ● No dip in data at Year 5 as students no longer transition between assessment types. ● Structured Literacy PD was large scale and time needed to be provided for teachers to understand and implement the practices. ● Difficulty aligning expectations for Year 1 and 2 students with 	<p>General</p> <ul style="list-style-type: none"> ● Additional teacher employed within Years 4-5 to reduce class sizes and to allow both hubs to utilise three teachers and best collaborative practice approaches. ● Further develop home school partnerships with all whānau. ● Continue a focus on learners who are not achieving, at risk of not achieving and those who have plateaued in their learning. <p>Reading</p> <ul style="list-style-type: none"> ● Continue with Learning Matters and lead teachers of structured literacy to support the use of decodable and authentic texts to support and extend learners, decoding, vocabulary and sentence structure knowledge across all year levels.

- Implementation of structured literacy across the school, PD through Learning Matters.
- Small group withdrawal programme, run by experienced teachers, that targeted identified gaps and supported 'at risk' students.
- Maximising academic learning time - using teachers to provide booster sessions and TAs to act as learning coaches.

Writing

- Small group withdrawal writing sessions to support 'at risk' students
- Spelling programme linked to structured literacy implemented across the school to support spelling and vocabulary use.
- Writing moderation meetings to support teachers' overall teacher judgements across the school.
- Spelling programme and booster sessions using structured literacy.

- Year 5 achievement exceeded the target.
- Year 2 & 4 data were very close to being achieved.
- Years 1, 3 and 6 did not meet the target.

Overall school achievement: 86%

Writing

- Achievement in Writing was not as desired
- Year 4 students were close to achieving their target.

Overall school achievement: 70%

- expectations and structured literacy expectations.
- Year 1 students of the 17 who did not achieve expectations 6 started in Term 2. If children who started in Term 2 were not included in the data and time in school was used to assess - 88% of students would have achieved expectations.
- Boarders reopened, and an influx of new students with limited to no English language. 37 new students, 22 with no English language or NZ school experience.

Writing

- Structured Literacy PD was large scale and time needed to be provided for teachers to understand and implement the practices.
- Year 1 students focusing more on encoding dictation sentences, developing their ability to spell. This sees less emphasis on some of the current goals for Year 1 expectations.
- Boarders reopened, and an influx of new students with limited to no English language. 37 new students, 22 with no

- Booster group work utilising decodable and authentic texts for those who are not achieving or at risk of not meeting expectations.
- Develop a way to record and track decodable readers on Hero in line with expected outcomes for Years 0-3 and where required above.

Writing

- Review and refresh the writing waka in line with Te Mātaiaho (curriculum refresh).
- Focus on using the language of structured literacy within the writing programme to support learners to make connections.
- Development of student agency and use of waka for students to personally identify goals - work completed with teams by the assessment for learning lead teachers,

- Whānau information afternoon and evening regarding structured literacy to develop a shared understanding.

Maths

Year 2 to Year 5

- Professional Development for Y2-3 (and to a lesser extent, the Y4-5) teachers on a new approach to teaching additive and multiplicative thinking. The PD was run by an in-house maths facilitator, and included PD sessions, in-class modelling and co-teaching, and the provision of resources specifically designed to support the new approach

Maths

- Biggest jump in achievement was in Year 3 where teachers got the most intensive PD support, and students went through the new programme for 1.5 year:
2022 - 60% achievement
2023 - 82% achievement
Even though the 2023 expectations were set higher than the 2022 expectations.

Overall school achievement: 75%

English language or NZ school experience.

- Inconsistencies observed in how the writing waka (progressions) were used across the school.

Maths

- Due to the actions mentioned in the first column

supported by Jacque Allen (Cognition).

- Continue moderation meetings and support for making overall teacher judgements using more formative assessment.
- Moderate writing and wakas within and across teams termly (release time provided for this).
- Explore moderation opportunities across the Kahui Ako.
- Specific and targeted ELL small group booster intervention for those with no or limited language, in addition to regular ELL support.

Maths

- Join the Kahui Ako collaborative maths development
- Extend the learning sequences to go from Y0-Y6, and for other maths areas, and align them with the refreshed curriculum progress outcomes
- Further develop the learning sequences to include examples that are culturally relevant, strands related, and show different types of problems

- Learning progressions for additive and multiplicative developed and used for planning, teaching and assessment
- Formative assessment against the learning progressions, and term planning based on analysis of children's progress rather than an annual plan. Targeted teaching based on learning needs

- Develop maths leadership for sustainability by 'growing' champion teachers
- PD for whole staff, and special support for Year 0-1 teachers to develop foundation concepts and fluency
- Develop a strong resource base of specifically-designed maths equipment, tasks and activities
- Develop the in-the-moment approach to assessment
- Further develop evidence-informed pedagogies that are aligned with the common practice models and our approach
- Whole school Maths whānau sessions.

Planning for next year:

- Jacque Allen's PD continued focusing on Assessment for Learning approaches and student agency.
- Embed structured literacy practices throughout the school.
- Embed refreshed Maths approach and progressions across the school.
- Review of writing wakas (progressions) across the school in line with Te Mātaiaho
- Timetable termly team and across team moderation.
- Implement reading progressions to support student agency in line with structured literacy and Te Mātaiaho (curriculum refresh).
- Teachers employed for small group explicit teaching in Years 2-5 for Term 1.
- Embed UDL practices throughout the school to support all learners.
- Develop targeted and specific ELL programmes for those with little to no English in Year 2 and above

2023 Targets in Reading, Writing and Maths Y1-6

Year Group	Reading	Writing	Maths
Year 1	Whole year level: 85% of the Year 1 cohort to be at or above expectations by the end of the year	Whole year level: 90% of the Year 1 cohort to be at or above expectations by the end of the year	Whole year level: 95% of the Year 1 cohort to be at or above expectations by the end of the year
Year 2	Whole year level: 85% of the Year 2 cohort to be at or above expectations by the end of the year	Whole year level: 95% of the Year 2 cohort to be at or above expectations by the end of the year	Whole year level: 80% of the Year 2 cohort to be at or above expectations by the end of the year
Year 3	Whole year level: 90% of the Year 3 cohort to be at or above expectations by the end of the year	Whole year level: 85% of the Year 3 cohort to be at or above expectations by the end of the year	Whole year level: 80% of the Year 3 cohort to be at or above expectations by the end of the year
Year 4	Whole year level: 95% of the Year 4 cohort to be at or above expectations by the end of the year	Whole year level: 80% of the Year 4 cohort to be at or above expectations by the end of the year	Whole year level: 80% of the Year 4 cohort to be at or above expectations by the end of the year
Year 5	Whole year level: 85% of the Year 5 cohort to be at or above expectations by the end of the year	Whole year level: 80% of the Year 5 cohort to be at or above expectations by the end of the year	Whole year level: 80% of the Year 5 cohort to be at or above expectations by the end of the year
Year 6	Whole year level: 90% of the Year 6 cohort to be at or above expectations by the end of the year	Whole year level: 80% of the Year 6 cohort to be at or above expectations by the end of the year	Whole year level: 80% of the Year 6 cohort to be at or above expectations by the end of the year

Targets and Outcomes in READING

Targets	Targets	Results
Year 1		
By the end of 2023 85% of the Year 1 cohort will be at or above end of year expectations.	Not met	Whole year level results: 74% - 48 out of 65 students were at expectation or above.
Year 2		
By the end of 2023 85% of the Year 2 cohort will be at or above end of year expectations.	Close to meeting	Whole year level results: 83% - 59 out of 71 students were at expectation or above.

Year 3		
By the end of 2023 90% of the Year 3 cohort will be at or above end of year expectations.	Not met	Whole year level results: 83% - 62 out of 75 students were at expectation or above.
Year 4		
By the end of 2023 95% of the Year 4 cohort will be at or above end of year expectations.	Close to meeting	Whole year level results: 93% - 70 out of 75 students were at expectation or above.
Year 5		
By the end of 2023 85% of the Year 5 cohort will be at or above end of year expectations.	Exceeded	Whole year level results: 89% - 66 out of 74 students were at expectation or above.

Year 6		
By the end of 2023 90% of of the Year 6 cohort will be at or above end of year expectations.	Not met	Whole year level results: 80% - 51 out of 56 students were at expectation or above.

Targets and Outcomes in WRITING		
Targets	Targets	Results
Year 1		
By the end of 2023 90% of the Year 1 cohort will be at or above end of year expectations.	Not met	Whole year level results: 82% - 53 out of 65 students were at expectation or above.
Year 2		
By the end of 2023 95% of the Year 2 cohort will be at or above end of year expectations.	Not met	Whole year level results: 72% - 51 out of 71 students were at expectation or above.
Year 3		
By the end of 2023 85% of the Year 3 cohort will be at or above end of year expectations.	Not met	Whole year level results: 70% - 52 out of 75 students were at expectation or above.
Year 4		

By the end of 2023 80% of the Year 4 cohort will be at or above end of year expectations.	Close to meeting	Whole year level results: 77% - 58 out of 75 students were at expectation or above.
Year 5		
By the end of 2023 80% of the Year 5 cohort will be at or above end of year expectations.	Not met	Whole year level results: 62% - 46 out of 74 students were at expectation or above.
Year 6		
By the end of 2023 80% of the Year 6 cohort will be at or above end of year expectations.	Not met	Whole year level results: 57% - 32 out of 56 students were at expectation or above.

Targets and Outcomes in MATHS		
Targets	Targets	Results
Year 1		
By the end of 2023 95% of the Year 1 cohort will be at or above end of year expectations.	Not met	Whole year level results: 77% - 50 out of 65 students were at expectation or above.
Year 2		
By the end of 2023 80% of the Year 2 cohort will be at or above end of year expectations.	Not met	Whole year level results: 69% - 49 out of 71 students were at expectation or above.
Year 3		

By the end of 2023 80% of the Year 3 cohort will be at or above end of year expectations.	Close to meeting	Whole year level results: 79% - 59 out of 75 students were at expectation or above.
Year 4		
By the end of 2023 80% of the Year 4 cohort will be at or above end of year expectations.	Close to meeting	Whole year level results: 77% - 59 out of 75 students were at expectation or above.
Year 5		
By the end of 2023 80% of the Year 5 cohort will be at or above end of year expectations.	Not met	Whole year level results: 72% - 53 out of 74 students were at expectation or above.
Year 6		
By the end of 2023 80% of the Year 6 cohort will be at or above end of year expectations.	Close to meeting	Whole year level results: 77% - 43 out of 56 students were at expectation or above.

Achievement 2022-2023			
	Reading	Writing	Maths
2022	83%	74.5%	76%
2023	86%	70%	75%

Analysis of data of students who were at the school at the end of 2022 through to the end of 2023, we see a 3% increase in whole school achievement outcomes for Writing and Maths.

EOY Achievement for students who had a full year at BPS during 2023			
	Reading	Writing	Maths
2023	86%	73%	78%

Judgement	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above	5	1	3	14	5	6	34 (8%)
Above		16	29	21	15	21	102 (25%)
At	43	42	30	35	46	24	220 (53%)
Below	17	2	9	2	7	3	40 (9%)
Well below		10	4	3	1	2	20 (5%)
Totals	65	71	75	75	74	56	416

Judgement WRITING	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above				1		3	4 (1%)
Above	5	4	8	1	4	3	25 (6%)
At	48	47	44	56	42	26	263 (63%)
Below	12	18	22	14	23	19	108 (26%)
Well below		2	1	3	5	5	16 (4%)
Totals	65	71	75	75	74	56	416

Judgement MATHS	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above						3	3 (1%)
Above		3	13	10	4	11	41 (10%)
At	50	46	46	48	49	29	268 (64%)
Below	15	17	13	15	15	10	85 (20%)
Well below		5	3	2	6	3	19 (5%)
Totals	65	71	75	75	74	56	416

2024 Targets in Reading, Writing

and Maths

The targets are based upon the current cohorts 2023 end of year achievement.

For example, current Year 2 students At the end of Year 1 73% of students were at or above; therefore, the target is to lift this to 80% by the end of Year 2.

READING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT OR ABOVE% 2023	73%	82%	81%	97%	90%	91%
2024 TARGET %	75%	80%	90%	90%	98%	95%

WRITING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT OR ABOVE% 2023	81%	71%	71%	80%	62%	57%
2024 TARGET %	85%	85%	80%	80%	85%	70%

MATHS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT OR ABOVE% 2023	77%	69%	79%	78%	70%	77%
2024 TARGET %	80%	85%	75%	85%	85%	80%