

Birkenhead Primary School Annual Plan 2026



1. Engaging Curriculum - *Marautanga Hihiri*

What specific analysed evidence is driving this?

Survey analysis shows strong alignment between staff and community around the need for a coherent, future-focused curriculum that strengthens core literacy and mathematics while fostering learner agency, curiosity, and engagement.

Staff identified the need for greater school-wide consistency in writing, maths, and assessment practices, while parents emphasised the importance of strong academic foundations and clearer reporting about progress and next steps

This evidence drives our focus on strengthening Te Mātaiaho alignment, embedding consistent structured approaches, integrating authentic learning contexts, and improving clarity of assessment and reporting

Intentions	Outcomes	Actions	Responsibility, Timeframe and measures of success.	Date completed/ Evidence
KEY: Term 1 :: Term 2 :: Term 3 :: Term 4				
1.1 Design and deliver a future-focused, Te Mataiaho-aligned curriculum that is inclusive, accessible, and responsive to every learner.	Learners experience a curriculum that is coherent, inclusive, and clearly connected to national expectations, with increased engagement and equitable access to learning.	1.1.1 Review and refine curriculum planning to ensure Te Mātaiaho progressions, structured literacy, and structured approaches to mathematics are consistently evident across teams.	Timeframe: Review Term 1–2, 2026; embed Term 3–4, 2026 Responsibility: SLT, Literacy & Maths Curriculum Leads, Team Leaders Measures of Success: <ul style="list-style-type: none"> • Planning documents show clear alignment to Te Mātaiaho • Consistent use of agreed literacy and maths approaches across teams • Classroom walkthroughs confirm alignment between 	

			planning and practice	
		<p>1.1.2 Build teacher capability in adapting curriculum design to respond to learner interests, strengths, and needs.</p>	<p>Timeframe: Capability building Term 2–3, 2026; trial and reflection Term 4, 2026</p> <p>Responsibility: SLT, Team Leaders</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Teachers can articulate how future-focused approaches support learning • Learners demonstrate increased agency and engagement 	
		<p>1.1.3 Build staff capability to design future-focused learning experiences, including the thoughtful use of digital tools and emerging technologies (e.g. AI), to enhance accessibility, engagement, and learner agency.</p>	<p>Timeframe: Ongoing Terms 1–4, 2026</p> <p>Responsibility: Team Leaders, Curriculum Leads</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Differentiation evident in planning • Student voice reflects relevance and engagement • Target learners show accelerated progress 	
1.2 Design and deliver	Learners can clearly articulate	1.2.1 Strengthen integrated curriculum planning that deliberately	Timeframe: Planning Term 1–2;	

purposeful, engaging learning by connecting lessons to real-life contexts, integrating curriculum areas, and drawing on strong local and community partnerships.	the purpose of their learning and demonstrate increased motivation, engagement, and ownership.	links learning to local context, EOTC, and community expertise.	implementation Term 2–4, 2026 Responsibility: Team Leaders, Teachers Measures of Success: <ul style="list-style-type: none"> ● Integrated units evident in planning ● Learners can explain real-world relevance of learning 	
		1.2.2 Increase opportunities for learners to apply learning in authentic, real-world contexts, including environmental, cultural, and community projects.	Timeframe: Ongoing Terms 2–4, 2026 Responsibility: SLT, Te Ao Māori Lead, Team Leaders Measures of Success: <ul style="list-style-type: none"> ● Increased community involvement in learning programmes ● Learner engagement and participation increases 	
		1.2.3 Support teachers to co-design learning experiences with learners and community partners.	Timeframe: Terms 2–4, 2026 Responsibility: Teachers, Team Leaders Measures of Success: <ul style="list-style-type: none"> ● Learners contribute to planning and decision-making ● Student voice indicates increased ownership of 	

			learning	
1.3 Alignment of assessment approaches to Te Mataiaho, with clear indicators of success for learners and whānau.	Learners and whānau have a clear understanding of progress, achievement, and next learning steps, supporting stronger home/school partnerships.	1.3.1 Refine assessment schedules and tools to ensure clarity, consistency, and alignment with refreshed curricula.	<p>Timeframe: Term 1–2, 2026</p> <p>Responsibility: SLT, Curriculum Leads</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Clear, consistent assessment schedule in place • Teachers confident in assessment expectations 	
		1.3.2 Strengthen use of formative assessment and AFL practices so success criteria and next steps are explicit to learners.	<p>Timeframe: Ongoing Terms 1–4, 2026</p> <p>Responsibility: Teachers, Team Leaders</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Learning intentions and success criteria visible • Learners articulate next steps in learning 	
		1.3.3 Improve reporting practices so assessment information is clear, holistic, and meaningful for whānau.	<p>Timeframe: Review Term 2; implementation Term 3–4, 2026</p> <p>Responsibility: SLT, Teachers</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Whānau feedback indicates improved 	

			understanding Reports clearly show progress and next steps	
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2. QUALITY COLLABORATIVE TEACHING - Whakaako ngātahi kounga

What specific analysed evidence is driving this?

Staff voice highlights collaboration and structured literacy as key strengths, while identifying the need for greater coherence across teams, stronger coaching and observation practices, and deeper collective ownership of learner progress.

Community feedback affirms the quality and dedication of teachers but calls for consistent expectations, targeted support for diverse learners, and meaningful extension for high achievers

This evidence underpins our commitment to strengthening school-wide practice consistency, embedding data-informed collaboration, and growing distributed leadership to improve outcomes for all learners

Intentions	Outcomes	Actions	Responsibility, Timeframe and measures of success.	Date completed/ Evidence
2.1 Strengthen collaborative teaching through shared ownership of all learners, grounded in deep knowledge of our students and consistent schoolwide practices.	Teaching practice is consistent and coherent across the school, with improved learner progress through collective ownership and responsiveness.	2.1.1 Embed consistent schoolwide practices (AFL, structured literacy, structured approaches to maths, UDL) across all teams.	Timeframe: Ongoing Terms 1–4, 2026 Responsibility: SLT, Curriculum Leads Measures of Success: <ul style="list-style-type: none"> Consistent teaching practices evident across classrooms Reduced variability between teams 	
		2.1.2 Use student data and teaching sprints to	Timeframe: Teaching sprints, 2 per year	

		<p>collectively identify, monitor, and respond to learner needs.</p>	<p>Responsibility: Team Leaders, Teachers</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Data informs teaching decisions • Target learners show accelerated progress 	
		<p>2.1.3 Grow shared responsibility for learner progress through collaborative planning and reflection.</p>	<p>Timeframe: Ongoing Terms 1–4, 2026</p> <p>Responsibility: Team Leaders</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Shared planning evident • Professional dialogue focused on impact 	
<p>2.2 Broaden and deepen collaboration by strengthening connections within and across teams, and with networks beyond our kura, to drive continual improvement.</p>	<p>Teachers learn with and from one another, strengthening collective efficacy and improving outcomes for learners.</p>	<p>2.2.1 Increase cross-team collaboration through aligned release time, peer observations, and shared inquiry.</p>	<p>Timeframe: Terms 2–4, 2026</p> <p>Responsibility: SLT, Team Leaders</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Peer observations occur regularly • Teachers report improved practice • Consistency within practices across the school 	
		<p>2.2.2 Strengthen engagement with Kāhui Ako and external networks to learn from</p>	<p>Timeframe: Ongoing Terms 1–4, 2026</p>	

		effective practice.	Responsibility: SLT, Curriculum Leads Measures of Success: <ul style="list-style-type: none"> External learning informs school practice Shared learning across teams 	
		2.2.3 Create regular opportunities for staff to share expertise and reflect on impact.	Timeframe: Each term Responsibility: Team Leaders, Curriculum Leads Measures of Success: <ul style="list-style-type: none"> Staff can identify effective practices used by others Teaching practices are refined/adapted due to the impact from others 	
2.3 Grow leadership capability by creating pathways for teachers to lead, innovate, and influence practice across the school, innovate, and influence practice within and across teams.	Leadership is distributed, sustainable, and future-focused, with staff confident to lead improvement across the school.	2.3.1 Identify and support emerging leaders through curriculum, wellbeing, and innovation-focused leadership roles.	Timeframe: Terms 1–4, 2026 Responsibility: SLT Measures of Success: <ul style="list-style-type: none"> Emerging leaders take on leadership roles Increased leadership confidence and impact 	
		2.3.2 Provide targeted PLD and coaching for	Timeframe: Terms 2–4, 2026	

		middle leaders and aspiring leaders.	Responsibility: SLT Measures of Success: <ul style="list-style-type: none"> • Leaders demonstrate improved effectiveness • PLD linked to leadership needs 	
		2.3.3 Enable teachers to lead inquiry, innovation, and professional learning across teams.	Timeframe: Terms 2–4, 2026 Responsibility: SLT, Team Leaders Measures of Success: <ul style="list-style-type: none"> • Teacher-led initiatives evident • Distributed leadership culture strengthened 	

3. AUTHENTIC RELATIONSHIPS & PARTNERSHIPS - Ngā whanaungatanga tūturu

What specific analysed evidence is driving this?

Both staff and community identify relationships, belonging, and wellbeing as defining strengths of BPS.

Parents consistently prioritise safety, happiness, cultural recognition, and strong partnerships in learning, alongside clearer communication about progress.

This analysed evidence drives our focus on culturally responsive practice through a Te Tiriti lens, strengthening whānau partnership in attendance and learning, and ensuring reporting is holistic, clear, and partnership-focused

Intentions	Outcomes	Actions	Responsibility, Timeframe and measures of success.	Date completed/ Evidence
<p>3.1 Cultivate mana-enhancing partnerships through a Te Tiriti o Waitangi lens that deliberately recognises, acknowledges, and celebrates the diverse cultures within the BPS community.</p>	<p>Learners and whānau experience a strong sense of belonging, identity, and cultural recognition within the school.</p>	<p>3.1.1 Strengthen partnerships with local iwi and cultural groups to authentically inform curriculum and school practices.</p>	<p>Timeframe: Ongoing Terms 1–4, 2026</p> <p>Responsibility: SLT, Te Ao Māori Lead</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> ● Authentic iwi involvement in school life ● Te Ao Māori evident across curriculum 	
		<p>3.1.2 Increase visibility of diverse cultures, languages, and identities across learning spaces and resources.</p>	<p>Timeframe: Terms 1–4, 2026</p> <p>Responsibility: Teachers, Curriculum Leads, Cultural connections lead</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> ● Learners see themselves reflected in learning ● Strong sense of belonging reported by students and whānau 	
		<p>3.1.3 Build staff capability in culturally</p>	<p>Timeframe: Terms 1–4, 2026</p>	

		responsive and relational practice.	<p>Responsibility: SLT, Te Ao Maori lead,</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> ● Increased staff confidence ● Culturally responsive practices evident 	
<p>3.2 Work in partnership with whānau to lift attendance to national expectations</p>	<p>Improved attendance rates, with learners more consistently engaged in learning and connected to school.</p>	<p>3.2.1 Use attendance data to identify trends and implement early, supportive interventions.</p>	<p>Timeframe: Ongoing, reviewed each term</p> <p>Responsibility: SLT, Admin</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> ● Improved attendance trends ● Reduced chronic absenteeism 	
		<p>3.2.2 Strengthen communication and partnerships with whānau around the importance of regular attendance.</p>	<p>Timeframe: Ongoing Terms 1–4, 2026</p> <p>Responsibility: SLT, Teachers</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> ● Improved regular attendance ● Positive whānau engagement 	

4. EFFECTIVE LEARNING ENVIRONMENTS - Ngā taiao ako whai hua

What specific analysed evidence is driving this?

Survey findings highlight that while our relational culture is strong, aspects of the physical learning environment and hub structures can impact focus, wellbeing, and inclusion for some learners.

Staff and parents emphasised the importance of calm, structured environments and proactive support for diverse and neurodiverse learners. This evidence informs our commitment to reviewing and adapting learning environments, embedding Universal Design for Learning, strengthening wellbeing systems, and ensuring all learners can access and succeed in high-quality teaching contexts

Intentions	Outcomes	Actions	Responsibility	Date completed/ Evidence
4.1 Ensure collaborative learning environments are safe, engaging, and well-resourced, actively enhancing teaching and learning for all.	Learning environments actively support high-quality teaching, collaboration, and learner engagement.	4.1.1 Review learning environments to ensure they support collaboration, engagement, and safety.	Timeframe: Term 1–2, 2026 Responsibility: SLT, BoT Measures of Success: <ul style="list-style-type: none"> Environments support collaboration and engagement 	
		4.1.2 Maintain effective health and safety systems and responsive property management.	Timeframe: Ongoing Terms 1–4, 2026 Responsibility: Principal, BoT Measures of Success: <ul style="list-style-type: none"> Compliance maintained 	

			<ul style="list-style-type: none"> • Safe learning environments 	
		<p>4.1.3 Ensure learning spaces and resources are fit-for-purpose and well maintained.</p>	<p>Timeframe: Ongoing Terms 1–4, 2026</p> <p>Responsibility: SLT</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Teachers report adequate resourcing • Learning is well supported 	
<p>4.2 Embed Universal Design for Learning across the school so all learners can access, participate in, and succeed through flexible, inclusive environments</p>	<p>All learners experience equitable access to learning and increased success regardless of need or starting point.</p>	<p>4.2.1 Strengthen staff understanding and application of UDL principles across all learning spaces.</p>	<p>Timeframe: Term 1–2, 2026</p> <p>Responsibility: SLT, LSC</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • UDL evident in planning 	
		<p>4.2.2 Provide flexible learning options and environments that respond to learner needs.</p>	<p>Timeframe: Terms 1–4, 2026</p> <p>Responsibility: Teachers</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Increased learner access and participation 	

		4.2.3 Use learner voice to inform environmental design and learning approaches.	Timeframe: Terms 2–4, 2026 Responsibility: Teachers Measures of Success: <ul style="list-style-type: none"> Learners feel learning environments meet their needs 	
4.3 Embed clear, consistent wellbeing practices that allow both students and staff to feel safe, connected, and fully supported to achieve their best in learning and teaching.	Students and staff demonstrate positive wellbeing, resilience, and readiness to learn and teach.	4.3.1 Review and strengthen implementation of the MITEY programme across the school.	Timeframe: Term 1–2, 2026 Responsibility: Wellbeing Lead, SLT Measures of Success: <ul style="list-style-type: none"> Consistent wellbeing language and practice authentic integration of the MITEY programme within practice 	
		4.3.2 Embed consistent wellbeing practices and shared language for students and staff.	Timeframe: Terms 1–4, 2026 Responsibility: SLT, Wellbeing Lead	

			<p>Measures of Success:</p> <ul style="list-style-type: none"> • Students can explain and use the wellbeing language to describe their feelings, needs, and strategies. • Staff wellbeing feedback positive 	
		<p>4.3.3 Promote staff wellbeing through supportive systems, PLD, and positive school culture.</p>	<p>Timeframe: Ongoing Terms 1–4, 2026</p> <p>Responsibility: All staff</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Positive culture evident across the school 	